



Wisconsin Department of Public Instruction
TITLE I, 1003(g), SCHOOL IMPROVEMENT GRANT
APPLICATION 2010-11
 PI-9550-SSIF-C (Rev. 04-10)

Collection of this information is a requirement of NCLB.

For questions regarding this grant, contact:
 Jonas Zuckerman, Education Consultant
 Title I and School Support
 (608) 267-9136 jonas.zuckerman@dpi.wi.gov

Jill Underly, Education Consultant
 Title I and School Support
 (608) 266-3892 jill.underly@dpi.wi.gov

INSTRUCTIONS: Return completed application and two copies by
May 7, 2010, to:

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
MACKENZIE DUNN
TITLE I AND SCHOOL SUPPORT
P.O. BOX 7841
MADISON, WI 53707-7841

I. GENERAL INFORMATION

Local Educational Agency (LEA) Milwaukee Public Schools	Mailing Address <i>Street, City, State, Zip</i> 5225 W Vilet Street
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Contact Person Dr. Marcia Staum	Title Director, District and School Improvement
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E-Mail Address staumdl@milwaukee.k12.wi.us	Fax Area/No. (414) 475-8585	Telephone Area/No. (414) 475-8003 Ext.
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Grant Coordinator <i>If other than contact person.</i>	Title
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E-Mail Address	Telephone Area/No. Ext.
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Grant Coordinator's Mailing Address *Street, City, State, Zip*

Grant Period		Total Funds Requested	Total Number of School Serviced
Beginning Date <i>Mo./Day/Yr.</i>	Ending Date <i>Mo./Day/Yr.</i>		
7/1/2010	6/30/2011	\$45,000,000	46

II. CERTIFICATION/SIGNATURES

WE, THE UNDERSIGNED, CERTIFY that the information contained in this application is complete and accurate to the best of our knowledge; that the necessary assurances of compliance with applicable state and federal statutes, rules, and regulations will be met; and, that the indicated district designated in this application is authorized to administer this grant.

WE FURTHER CERTIFY that the assurances listed above have been satisfied and that all facts, figures, and representation in this application are correct to the best of our knowledge.

Signature of District Administrator ➤	Date Signed <i>Mo./Day/Yr.</i>
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Signature of School Board Clerk ➤	Date Signed <i>Mo./Day/Yr.</i>
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III. WAIVERS

The Department of Public Instruction has requested waivers of the requirements set forth below. Check each box for which the LEA wishes to apply.

- Waive section 421(b) of the General Education Provisions Act (20 USC §1225(b)) to extend the period of availability of school improvement funds for the State Education Agency (SEA) and all of its LEAs to September 30, 2012.
- Waive section 1116(b)(12) of the Elementary and Secondary Education Act (ESEA) to permit LEAs to allow their Tier I and Tier II Title I participating schools that will implement a turnaround or restart model to "start over" in the school improvement timeline. **List participating schools:**
- Waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit LEAs to implement a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the poverty threshold.

IV. ASSURANCES

Assurance is hereby provided that:

1. The programs and services provided under this grant will be used to address the needs set forth in the application and fiscal related information will be provided within the fiscal year timelines established for new, reapplying, and/or continuing programs.
2. The programs and services provided with federal funds under this grant will be operated so as not to discriminate on the basis of age, gender, race, national origin, ancestry, religion, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disabilities.
3. Administration of the program, activities, and services covered by this application will be in accordance with all applicable state and federal statutes, regulations, and the approved application.
4. The district will require the entity and its principals involved in any subtier covered transaction paid through federal funds, that requires such certification, to ensure it/they are not debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation by a federal department or agency. (EDGAR-Part 85)
5. The Local Educational Agency (LEA) will evaluate its program periodically to assess its progress toward achieving its goals and objectives and use its evaluation results to refine, improve, and strengthen its program and to refine its goals and objectives as appropriate.
6. The LEA will submit to the department such information, and at such intervals, that the department requires to complete state and/or federal reports.
7. This program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
8. The LEA will cooperate in carrying out any evaluation of this program conducted by or for the state education agency, the secretary, or other federal officials.
9. The LEA will comply with civil rights and nondiscrimination requirement provisions and equal opportunities to participate for all eligible students, teachers, and other program beneficiaries.
10. The LEA will use fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, federal funds received and distributed under this program.
11. The LEA will (a) make reports to the Department of Public Instruction and the U.S. Secretary of Education as may be necessary to enable the state and federal departments to perform their duties under this program; and (b) maintain records, provide information, and afford access to the records, as the department or the U.S. Secretary of Education may find necessary to carry out their duties.
12. Each agency receiving funds under this grant shall use these funds only to supplement, and not to supplant, state and local funds that, in the absence of such funds, would otherwise be spent for activities under this section.
13. The applicant will file financial reports and claims for reimbursement in accordance with procedures prescribed by the Department of Public Instruction.
14. No board or staff member of a LEA will participate in, or make recommendations with respect to, an administrative decision regarding a program or project if such decision can be expected to result in any benefit or remuneration, such as a royalty, commission, contingent fee, brokerage fee, consultant fee, or other benefit to him or her or any member of his/her immediate family.
15. Before the plan was submitted, the school district afforded a reasonable opportunity for public comment on the plan and has considered such comment.
16. Any printed (or other media) description of programs will state the total amount being spent on the project or activity and will indicate the percentage of funds from the federally funded programs.
17. The LEA will adopt and use proper methods of administering such program, including (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; or (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.
18. The LEA will administer such funds and property to the extent required by the authorizing statutes.
19. Each agency receiving funds under this grant shall not use these funds to provide non-educational incentives.
20. The LEA assures it will use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements.
21. The LEA assures it will establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds.
22. The LEA assures it will, if implementing a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements.
23. The LEA assures it will report to the SEA the school-level data required under section III of the final requirements.
24. The LEA has consulted, as appropriate, with relevant stakeholders regarding the LEA's application and implementation of school improvement models in its Tier I and Tier II schools.

V. CERTIFICATION COVERING DEBARMENT

Must be submitted for discretionary projects only. However, agencies receiving funds under any of the other grant programs must collect this certificate whenever they enter into a covered transaction with a grantee. (Refer to instructions for more information.)

**Certification Regarding
Debarment, Suspension, Ineligibility, and Voluntary Exclusion
Lower Tier Covered Transactions**

This certification is required by the regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' responsibilities. The regulations were published as Part VII of the May 26, 1988, *Federal Register* (pages 19160-19211). Copies of the regulations may be obtained by contacting the person to whom this proposal is submitted.

The prospective lower tier participant(s) certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

LEA/Agency/Company Name

Milwaukee Public Schools

Name and Title of Authorized Representative

William G. Andrekopoulos, Superintendent of Schools

Signature

➤

Date Signed *Mo./Day/Yr.*

INSTRUCTIONS FOR CERTIFICATION

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transaction," without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Nonprocurement List (202-786-0688).
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the federal government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

VI. SCHOOLS TO BE SERVED

Identify each Tier I, Tier II, and Tier III school the LEA commits to serve and identify the model that the LEA will use in each Tier I and Tier II school.

School Name	NCES School/ District ID No.	Tier I	Tier II	Tier III	Intervention (Tier I and II Only)				Budget
					Turnaround	Restart	Closure	Transformation	
Advanced Language and Academic Studies	550960003372/5509600	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$230,752
Auer Avenue	550960001124/5509600	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$376,674
Bay View High School	550960001127/5509600	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	\$1,349,092
Lynde & Harry Bradley Technology and Trade School	550960001218/5509600	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	\$1,202,002
Browning Elementary	550960001132/5509600	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$141,519
John Burroughs Middle School	550960001137/5509600	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$489,644
Career Youth Development School of Excellence	550960000762/5509600	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$99,520
Dr. George Washington Carver Academy of Mathematics and Science	550960002602/5509600	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$237,573
Custer High School	550960001147/5509600	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$650,093
Downtown Institute of Arts & Letters	550960002655/5509600	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	\$5,000
W.E.B. Du Bois High School	550960002604/5509600	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	\$5,000
El Puente High School	550960001314/5509600	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$99,520
Fifty-third Street Elementary School	550960001162/5509600	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$244,321
Forest Home Avenue Elementary School	550960001163/5509600	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$141,519
Foster & Williams Visual Communications Campus	550960002718/5509600	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	\$5,000
Fritsche, Gustav A. Middle School	550960001167/5509600	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$251,068
Genesis School of Business, Technology/Trade, Health and Human Services	550960003369/5509600	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$92,509
Grantosa Drive Elementary School	550960001176/5509600	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$55,726
Alexander Hamilton High School	550960001180/5509600	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$413,362
Hopkins Street Elementary School	550960001189/5509600	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$408,944
James Madison Academic High School	550960002700/5509600	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	\$749,320
Keefe Avenue Elementary School	550960001196/5509600	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$144,290
Kilmer South High School	550960000963/5509600	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$247,853

VI. SCHOOLS TO BE SERVED (cont'd.)

School Name	NCES School/ District ID No.	Tier I	Tier II	Tier III	Turnaround	Intervention (Tier I and II Only)		Transfor- mation	Budget
						Restart	Closure		
Dr. Martin Luther King, Jr. Elementary School	550960001129/5509600	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$151,228
Robert M. LaFollette Elementary School	550960001202/5509600	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$92,508
Lancaster Elementary School	550960001204/5509600	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$144,290
Lincoln Avenue Elementary	550960001206/5509600	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$144,290
Lincoln Center of the Arts	550960002302/5509600	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$662,673
Lloyd Street Global Education Elementary	550960001208/5509600	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$144,290
Maple Tree School	550960001214/5509600	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$55,726
Ralph H. Metcalfe School	550960002464/5509600	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$144,290
Milwaukee African American Immersion High School	550960002730/5509600	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$567,905
Casimir Pulaski High School	550960001235/5509600	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$942,821
Riverside University High School	550960001237/5509600	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$40,726
Rogers Street Academy	550960002601/5509600	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$141,518
Roosevelt Creative Arts Middle School	550960001238/5509600	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$391,220
William T. Sherman Multicultural Arts School	550960001240/5509600	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$144,291
South Division High School	550960001247/5509600	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	\$1,246,431
Frances Brock Starms Discovery Learning Center	550960002442/5509600	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$278,250
Albert Story K-8 School	550960001249/5509600	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$145,897
Townsend Street School	550960001258/5509600	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$94,114
Harold S. Vincent High School	550960002272/5509600	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	\$928,024
Washington High School of Expeditionary Learning Outward Bound	550960002607/5509600	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$976,724
Washington High School of Law, Education and Public Service	550960002609/5509600	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	\$5,000
Washington High School of Information Technology	550960002608/5509600	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$284,292
Phillis Wheatley Elementary	550960001260/5509600	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$174,686

VII. DATA ANALYSIS

For each Tier I and Tier II school that the LEA commits to serve, provide the data analysis the LEA has conducted to determine the needs of each school and select an intervention for each school.

Bay View (Tier II; Transformation Model)

Bay View High School's history began in September 1914, when 150 students and 7 teachers entered a one-building barrack with no central heating. The barrack grew to a bungalow and in 1922 classes were held in the four-story brick building which is used today. Later renovations included the modernization of rooms and lighting. In 1976 there was a new addition to the building which includes a 1200-seat spectator gym.

Bay View High School draws students from all over the city, yet it is still seen as a neighborhood school. Many of the students are the third generation to attend Bay View and several teachers are Bay View alumni. Bay View High School has a rich history and a close connection to the surrounding community. A Task Force was convened in early 2008 in an effort to engage members of the community, educators, parents, and business members in a conversation around its eleven schools.

The charge of the Task Force was to determine how to create the best educational environment possible for children, given the resources available. They developed recommendations that would strengthen educational program offerings, make more efficient use of facilities, and maximize existing resources. Each recommendation was reviewed within the context of what needs to be done to retain students currently attending MPS schools in Bay View, recapture area students that are not currently attending MPS schools in Bay View and provide more rigorous academic offerings. Options considered included merging schools that had declining enrollments, providing larger buildings for schools with waiting lists, and revising the number of K-8 and K-5 schools in the Bay View region.

The Task Force developed a set of options for the schools in the Bay View area and sponsored an information exchange on May 28, 2008, to seek public feedback on the options. Next they identified four options and asked district staff to evaluate the feasibility of each one. After further review the Task Force met and voted to make a recommendation to the Milwaukee Board of School Directors that Fritsche (a middle school located less than a mile away) and Bay View share the Bay View building through a phased process.

The combined 6-12 program would have an Arts strand and additional advanced placement (AP) courses at the high-school level. Career-themed strands in fields like engineering, architecture and construction, arts and communications will be offered. The development of the Building, Architecture, Technology Leadership Academy (B.A.T.), new Project Lead the Way labs, and the implementation of the National Academy Foundation (N.A.F.) Academy of Engineering coupled with a block schedule provides increased time for instruction while utilizing a diverse and engaging curriculum needed for today's students.

Bay View will become the premier comprehensive middle and high school with high academic rigor, a rich elective program that offers foreign language, art, band, chorus, orchestra, and multiple physical education courses. The 6-12 school experience will provide opportunities not afforded to many students in an urban school district. All students will have the opportunity to participate in traditional high school activities such as homecoming, sports, after-school activities, clubs, Student Government, dances, pep rallies, prom, etc.

These exciting changes and opportunities provided by this Community/School effort will lead to a new era in education in both the City of Milwaukee and the Bay View community.

Initially, in the first year (2009-2010), Fritsche remained in its current location, adding 9th-grade to its grades 6-8 middle-school program, and Bay View High School remained in its location, but would not take in any new 9th-graders. The Bay View High School facility has been analyzed and deemed suitable, with modifications, to accommodate the combined projected enrollments for 2010-2011. Each school will retain its individual school status for the 2010-2011 school year, as previously planned, but share the Bay View High School facility. The sharing of staff and services at the Bay View site during the 2010-2011 school year will strengthen the educational programs for both schools and facilitate planning for the expected implementation of a 6-12 school in Fall 2011.

VII. DATA ANALYSIS

Bay View High School, a Tier II school, is located at 2751 South Lenox Street, in the 53207 zip code. 62% of the residences are owner-occupied, while 38% of the residences are rented compared to 32% of the state average for renters. The area surrounding Bay View is comprised of the following ethnic groups: 55% African Americans, 27% White and the other ethnicities are below 10%. The adjusted gross income for the neighborhood is \$38,864 well below the state average of \$47,735. This leads to a higher poverty level with 11.2% of the residents in this zip code living below the poverty line with 50% of the residents with income 50% below the poverty line.

Since 2005, OJJDP, in cooperation with other Federal agencies and partners such as the Mapping and Analysis for Public Safety Program at the National Institute of Justice (also within the Department of Justice's Office of Justice Programs) and the International Association of Chiefs of Police, has been developing the Socioeconomic Mapping and Resource Topography (SMART) system. SMART is a Geographic Information System (GIS) and Web-based mapping application that illustrates: (1) specific geographic areas of crime and delinquency, and (2) the nearby governmental and community resources that are available to prevent and control it. The system helps decision makers at Federal, State, and local levels target areas of greatest need and allocate resources accordingly (OJJDP)ⁱ.

The SMART system utilizes the community disadvantage index (CDI) to summarize the general socio-economic conditions of an area. It is a combination of several measures and is therefore considered to be more reliable than a single indicator by itself. The community disadvantage index combines three weighted census tract measures: the percent of persons living below the federal poverty line, the percent of persons receiving public assistance, and the percent of families with minor children that are female-headed. CDI scores range from 0 to 10, where the number 10 indicates that the tracts are the most disadvantaged in the country and 0 indicates the least disadvantaged. For example, the number 9 indicates that the tract is more disadvantaged than 90% of other tracts in the country. The area surrounding Bay View has a score of 6.

Another characteristic of the neighborhood is that 22% of the 18 – 24 year olds and 12.4% of all residents who are 25 years old or older have not graduated from high school (<http://factfinder.census.gov>). The prospect for successful employment and career growth for young adults who have failed to complete high school is extremely distressing. The local and regional economy are driving toward requiring advanced skills and education. Recent labor market data compiled by the UW-Milwaukee Center for Employment and Training through its annual “Metro Milwaukee Employer Job Vacancy Survey” revealed and confirmed the challenges facing those who have failed to complete their high school education – nearly 80% of all full-time openings and 57% of all part-time openings require post secondary education and/or technical skill certification.

Based on Milwaukee Public Schools, September 2009 Official School Enrollment Report, which is based on third Friday attendance, Bay View High School contains grade levels 9 – 12 with a reported enrollment for the 2009-10 school year of 1,191 students. The schools student population comes from a number of different schools. Because of the wide range of schools represented it is difficult to identify any individual schools that could be considered a feeder. During the 2008-2009 school year, 1,141 (84%) of the 1,352 enrolled students were bussed. Please refer to the attached needs assessment report (Appendix A) to see the attendance area that students are bussed from. Within the school 85% of the students qualify for free/reduced lunch, which is an indicator of the number of children living in poverty. 20% of the students are identified as students with special education needs and 2% of the students are English Language Learners.

In the past 10 years, there have been 5 different principals at the school. The district assigned assistant principals to support the principals as well as a curriculum generalist. The current administration has been at Bay View High School for two years or less, however, all four have over 18 years of experience in the district. The principal has been an employee in the district for 26 years, and a principal at Bay View for 2 years. One assistant principal has been at Bay View for one year while the other assistant principal has been there two years. The principal has a background in creating a vision for learning that is shared by the community. She has demonstrated the ability to effectively manage a school as well as set the tone for implementing a student/teacher climate that is conducive to learning. All three administrators have a background in instructional leadership and a strong focus in the area of discipline. This turnover of leadership and leadership teams has led to many educational reforms being started then abandoned as new leadership

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took the reins. Staff turnover has been 30% partly due to retirement, the leadership turnover and the elimination of positions due to budgetary constraints. A comprehensive school reform model was implemented at Bay View five years ago. The lack of stability, vision and continuity of leadership coupled with the mobility of students has contributed to the decline of test scores and student achievement.

School administrators are evaluated in six competency areas using the “Performance Evaluation Process for School Administrators Evaluation Feedback Form.” These areas include: shared vision for learning, instructional leadership, academic achievement, positive school learning environment, building management, and community relations. Administrators are evaluated by a Regional Executive Specialist as designated by the Office of the Superintendent. School administrators without tenure are evaluated every year for the first five years of their principalship. Those administrators with tenure receive their evaluation every other year unless deemed necessary. Administrators of “Schools Identified for Improvement” (SIFI), receive an evaluation every year of their SIFI status regardless of tenure. School administrators receive three scheduled conferences; initial, interim, and summative. At these conferences, required evidence is collected and feedback is provided. A list is provided at the initial conference and information from the school administrator is collected at the interim and summative conferences. Visits are made to the school administrator throughout the school year. School learning team, staff, department, and committee meetings are attended by the Regional Executive Specialist to provide assistance and feedback to the school administrator. The Regional Executive Specialist reviews evidence by the principal and participates in walk-throughs of the building that result in written feedback to the principal.

A profile of the teaching staff indicates that 72 of the 74 positions at Bay View High School are taught by highly qualified teachers. The exception is two special education teachers. Fourteen of the 74 members of the teaching staff have been at Bay View for 16 years or more, 30 have been at the school between 6 and 15 years, and 27 staff have 5 years or less experience in the school. As a group, first-year teachers tend to be less effective than those with even a little more experience, and effectiveness tends to climb steeply for any given cohort of teachers until it begins to plateau after a few years. According to research by Haycock and Hanushek, disproportionate exposure to inexperienced teachers contributes to the achievement gap (Haycock & Hanushek, 2010ⁱⁱ).

Teachers are evaluated every year for the first five years of employment. After five years they are evaluated once every three years. Principals may evaluate a teacher any year provided labor contract procedures are followed. Within the district, tenure is granted to teachers with satisfactory performance at the end of six semesters.

The primary goal of the teacher evaluation process is to improve teacher performance, enhance professional growth, and promote student achievement. There are eleven expectations used to evaluate classroom teachers. These expectations are that every Milwaukee Public School teacher will:

- demonstrate knowledge of subject content, developmental levels, learning styles, and instructional strategies.
- plan in order to successfully engage every student.
- provide strong effective instruction.
- establish high expectations for every student’s academic and social achievement and expect every student to become a problem solver, critical thinker, and productive member of society.
- demonstrate belief in the potential of students and project a positive attitude about teacher and students.
- engage in classroom management techniques that provide an effective and efficient physical setting, maintain appropriate student behaviors, and maximize the use of instructional time.
- create a classroom climate that is nurturing and that fosters mutual respect, cooperation, and fairness.
- develop a variety of assessment activities to guide planning and future instruction; and accurately evaluate and document student performance.
- communicate effectively with all students, parents, staff, and community members.
- help to ensure the overall successful operation of the school by collaborating with staff, parents, and community members, including agencies and businesses.
- grow professionally based on self-assessment, and input from a variety of sources such as peers, administrators, students, and parents.

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The negotiated MPS Classroom Observation Tool is used by administrators to conduct teacher observations, give teachers feedback and offer suggestions for improvement. In addition to classroom teachers, this evaluation process is also used with other teachers in the MTEA bargaining unit, such as literacy coaches, math teacher leaders, math teaching specialists, literacy specialists, diagnostic teachers, social workers, guidance counselors, itinerant teachers, and art/music/physical education teachers and others. The MPS Classroom Observation Tool is aligned to the Wisconsin Standards for Teacher Development and Licensure.

For the purpose of this analysis, teacher absenteeism is being defined as sick days and personal days. Days out for professional development are not included in this analysis. A two year overview was used and measured against the district average for that same time period. The result of that data analysis indicates the following:

Bay View High School				
Year	Total teachers/interns	Average absences	District average	Total instructional hours lost
08-09	68	15.00	13.52	6,102.20
09-10	71	16.42	12.45	7,411.80

2005/06 (Year 2 of SIFI status)

Overall impediments to success--This was the second year of a new principal who had formerly been at an elementary school. This was the first year for the administrative team to work together. Most of the initiatives created in the year prior were placed on hold as the new administration learned how a large comprehensive high school operated.

Math – Strategies Implemented

Engaged students in mathematical processes linked to the Learning Targets, state standards and descriptors
 Participation in MPS math pilot program
 Administered Classroom Assessments Based on Standards (CABS)
 Administered common exam questions a week prior to exams

Impediments to success

Due to administrations lack of experience there was little follow through to continue with initiatives as well as by the math department regarding implementation of CABS.

English – Strategies Implemented

Identified and taught diverse reading strategies
 Utilized common exam questions requiring higher level's of Bloom's Taxonomy.
 Developed course specific writing prompts by Literacy Coach
 Aligned common exam questions to state standards

Impediments to success

Limited teacher's knowledge of diverse reading strategies.

All subjects – Strategies Implemented

WKCE test prep warm ups were prepared by classroom teachers and given to students throughout the school year.

Impediments to success

Testing preparation did not start at the beginning of the school year. Teachers did not use instructional strategies that addressed reading and writing. Reading and writing were not emphasized throughout the curriculum.

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Parent/Community – Strategies Implemented

Provide opportunities to increase parent participation during the school year.

Impediments to success

The Athletic Booster Club lost its leadership and ceased to function.

2006/07 (Year 3 of SIFI status)

Shifted teacher/staff thinking from ‘what we teach’ to ‘how we teach’ using the following activities:

- Sought out research based strategies to educate urban youth.
- Provided staff with copies of two books.
 - Classroom Instruction that Works*, by Marzano, Pickering and Pollack
 - What Great Teachers Do Differently*, by Whitaker
- Used banking days and faculty meetings to focus on providing staff with reading, writing and math strategies to incorporate in their lessons.
- Embedded professional development opportunities that increase the teamwork approach and motivate through highly interactive activities.
- Incorporated standardized test preparation into the curriculum throughout the month of October.
- Developed warm-up activities for students that parallel the structure of the WKCE, Terra Nova and the ACT.

Math – Strategies Implemented

Provided instruction and practice in the methods of interpreting ratios, proportions, charts, and graphs across the curriculum.

- Used CABS developed by MPS pilot program
- Used common exam items aligned to state standards.
- Conducted an item analysis for the purpose of aligning standards to student IEP’s.

Impediments to success

Student achievement data indicates 9th graders need more remediation in the areas of measurement and algebraic equations. Students cannot make the transition from 8th grade math to high school math because they arrive at high school lacking pre-Algebra skills and critical thinking skills. Teachers have noted there isn’t enough instruction in the area of algebraic relationships.

Writing – Strategies Implemented

Provided instruction and practice in the use of graphic organizers including, but not limited to, Inspiration and Cornell note-taking.

- Instruction and practice provided in the use of learning logs, journaling, quick writes, free writes, ROW and other writing strategies relevant to the content.
- Instruction and practice provided in editing and revising relevant to each content area.

Impediment to success

Students need assistance with vocabulary and sentence structure. Slight gains were noticed due to instructional strategies being used by all faculty members. Student’s motivation to take the time to write a cohesive sentence and/or paragraph was lacking. Students prefer writing short concise answers to writing longer more in-depth responses.

Reading – Strategies Implemented

- All teachers use items that resemble the format of standardized test questions, focusing on main idea, supporting details, vocabulary and comprehension.
- All students learn the vocabulary of question words used on standardized tests
- Assessments based on higher levels of Bloom’s Taxonomy.
- All students receive explicit instruction in vocabulary using the following models: Frayer, Four Square, 10 most important words, word banks and word walls.
- All students learn summarizing and predicting strategies.
- All students learn text features and structure in all non-fiction reading materials.

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Impediment to success

Teachers were not consistently teaching reading strategies to students. Core subject matter is still a priority for teachers. There are no reading classes offered at the high school level.

Family/Parent – Strategies Implemented

- Increase parental involvement of students who travel more than 5 miles to the school.
- Phone conferences with parents who are not able to attend conferences at school.
- Increase the use of technology as a vehicle for teachers, administrators, parents and students to communicate on a regular basis.

Impediment to success

Due to the administrations lack of experience there was little follow through to continue with the initiatives. In addition, the goals had no strategies attached to them in the school educational plan.

2007/08 (Year 4 of SIFI status)

Made strategies universal rather than course specific and ensure that all teachers teach all strategies. Strategies were taken from Marzano's book:

Homework and Practice

- Word walls
- School wide vocabulary
- Quick writes
- Observation logs

Summarizing and Note-taking

- Graphic organizers
- Review/test notes and outlines
- KWL
- Think alouds

Setting Objectives

- Teachers will write weekly/daily objective on the chalkboard

Skill Reinforcement

- Tutoring offered after school

Extended Learning (for 9th grade students reading at the fourth grade level and below)

- SRA reading program
- READ 180 (for those students who are not proficient on WKCE)
- Block scheduling (90 min. vs. 48 min.)

Math Resource Room

- During lunch hours extra tutoring was provided by the math department.

Impediments to success

Reading - Staff found students needed more remedial reading skill development in order to be proficient on the WKCE. The mobility rate was very high and unstable. Students did not have a large vocabulary base and lacked time management skills. The two reading programs were implemented for only one semester. Three substitute teachers provided by the district delivered the READ 180 program with only one day of training. There were 10 different substitute teachers rotating through the READ 180 classes over a 3 week period before a permanent teacher was assigned. The direct instruction (SRA) program was implemented by teachers after receiving 2 days of training and minimal support during implementation.

Math - Proficiency levels remained stagnant from 8th to 10th grade. Non-proficient students did not become proficient by the 10th grade test. The students coming into the building are lacking appropriate math skills and remediation is needed for 75% of the incoming 9th graders. Re-teaching what students should have mastered at the elementary grade level takes away valuable time needed to teach current grade level material.

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Writing – The school began the year with substitutes in the English department and finished the year with substitutes in the English department. Starting in January, an additional supplemental English class was added to reduce the class size; however, no teacher was assigned and no substitute was available for the position until May 12th. Therefore the classes were usually filled in house with teachers from other areas and English content was not consistently delivered.

2008/09 (year 4 of SIFI status)

An overall impediment to success for the 2008/09 school year was the replacement of the entire administrative team. Initiatives created in the year prior were placed on hold to accommodate the establishment of a new leadership team.

Reading – Strategies Implemented

- Identifying Similarities and Differences, Graphic Organizers, Wait Time, Summarizing & Note
- Taking (Marzano)
- Teach Academic vocabulary/content vocabulary using Marzano’s Building Background Academic
- Vocabulary (BBAV) and the Frayer Model
- Utilized the Bay View Community Learning Center [CLC] to support academic skill building beyond the school day and traditional curriculum.
- Implemented a 90-minute reading intervention class.

Math – Strategies Implemented

- A 90-minute extended learning block for math
- Provide descriptive feedback for students on student work samples and/or portfolios.
- Students will do peer to peer feedback on constructed response items.
- Identifying Similarities and Differences (Marzano) - Graphic Organizers
- Wait Time (Marzano)
- Summarizing & Note Taking (Marzano)
- Teachers teach academic vocabulary/content vocabulary using Marzano’s Building Background Academic Vocabulary [BBAV] and/or the Frayer Model.
- Utilized the Bay View Community Learning Center [CLC] to support academic skill building beyond the school day and traditional curriculum.

Climate – Strategies Implemented

Effective procedures put in place, taught to students and supported by staff through:

1. School entry & dismissal procedures
 2. Student I.D. badges
 3. Hall Procedures
 4. Cafeteria Procedures
 5. Bus Procedures
 6. Classroom Procedures
 7. Tardy room Procedures
 8. Detention Options during lunch, before or after school
 9. Random scans for electronic & other inappropriate items for tardy students.
 10. Random classroom visits for electronic items, and other inappropriate apparel.
- Procedures will be reviewed & revisited every mark period [once every 6 wks].
 - Parent/Guardian Contact Log: Teachers record communication with parents/guardians using the contact log. Teachers will turn in the record of correspondence to District Curriculum Generalist at the close of each mark period.
 - Violence Free Zone [VFZ] Youth Advisors to provide interventions and student-to-student mediations as needed.
 - Restorative Justice program provided by School Social Worker (S.S.W.).

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Ongoing Parent Communications & Events:

- * Dial-Up system for Attendance
- * Student & Alumni concert held twice a year
- * Teacher to Parent contacts
- * Training for Parent Assist
- * BVHS website
- * Open House
- * Fine Arts Night
- * Bay View Neighborhood Association Concerts
- * BVHS Holiday Parades throughout the community
- * Neighborhood home built by Bay View High School Tech Ed. students and sold within the community.

Impediments to success

In reading & math, students and teachers were reluctant to the modified block schedule. The teaching staff was reluctant to implement strategies and follow through on data collection. In addition, 30% of the math teachers were not certified.

In October, the School Board voted to merge Bay View High School with Fritsche Middle School. The media stories prompted some students to transfer out of the building, increasing the mobility rate. In order to maintain equilibrium in the school district students were randomly assigned to attend Bay View High School most of which were students who had disciplinary infractions at their previous school.

2009 – 2010

DATA DRIVEN STUDENT OUTCOMES:

- Operation Gr. 9 Benchmark Data analysis with 9th grade math and literacy teachers, goal setting and progress monitoring with 9th graders, warm-up probes were utilized in math and literacy, professional development was provided for 9th grade math and literacy teachers
- Analyze CABS in math and science
- Analyze student work in math and science
- Ed. Stat data analysis professional development was provided and progress monitored.

EXTENDED LEARNING:

- Implementation of the AA/BB 90 min. schedule
- Implementation of 90 min. Algebra block for all 9th graders
- Implementation of 90 min. reading block for non-proficient 9th graders utilizing Read 180.
- After School Credit Recovery Program serves any student who has failed a course in a previous semester

CURRICULUM:

- Professional development for teachers held every other Tuesday
- Targeted professional development opportunities geared toward the instructional strategies noted below:
 - Data Analysis/Progress Monitoring [multiple sessions]
 - Response to Intervention [RtI]
 - Literacy in a Block Schedule: Focus on High Yield Strategies- Vocabulary Development: Frayer Model, Thinking Trees, Marzano Building Background Knowledge through Academic Vocabulary [multiple sessions]
 - Discovery Education Technology and design of practice probes in literacy & math [multiple sessions]
 - Special Education Co-Teaching Models
 - Technology training/ESIS [multiple sessions]
 - Comprehensive Literacy Framework [multiple sessions]
 - Math strategies for the Stages of the Learning Team Continuum [multiple sessions]
 - Began utilizing the Understanding By Design framework utilized by Core content area teachers and

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BAT Academy teachers [SEWAC & In-house PD]

COMMON PLANNING:

- Department Meeting Time
- Collaborative Planning held every other Tuesday for teachers to plan together

MEASURING IMPLEMENTATION OF STRATEGIES:

- 9th grade students keep data folders and focused on setting individual goals regarding their benchmarks in literacy and math for the purpose of progress monitoring their growth on the daily warm-up probes between each benchmark test
- Learning walks conducted over the school year. Data provided to administration, Learning Team, and staff leading to specific professional development sessions and ordering of professional resources
- Learning Walks were conducted to monitor implementation of strategies and to gather data on which level of Bloom's Taxonomy the students were engaged
- Pre- and post- tests
- Student grades/progress

BEHAVIORAL SUPPORTS/RTI :

- PBIS pilot began
- Violence Free Zone [VFZ] Youth Advisors provide mentoring and mediation to 9-12 students.

SMALL LEARNING COMMUNITIES:

- Building, Architecture, Technology Leadership Academy (B.A.T. Academy) to serve all 9th - 12th grade students with a career focus in Technical Education
- Project Lead the Way to serve all 9th - 12th grade students with a career focus in engineering

The state of Wisconsin has required all school districts in the state to administer the WKCE to all 10th graders. Improving student performance in all subject areas is important to the district. Bay View has shown a decline in four of the subjects and the overall scores in all areas are far below the district and state averages. There is a consistent trend at Bay View on the WKCE: scores on mathematics and science continue to be the lowest scores and social studies has remained stagnant while reading and language arts scores have improved. African Americans in reading and math, males in reading, females in math, special education in reading and math, English Language Learners in reading and math and students who receive free or reduced lunch in reading and math are the lowest performing sub groups of the student population.

Only 36% of all students were proficient/advanced in reading as measured by the WKCE in 2009-2010. There was a 7 percentage point decrease in the number of students proficient/advanced in reading from 2008-2009 to 2009-2010. There was a 7 percentage point increase from 2007-2008 and 2008-2009. The trend in reading across the demographic subgroups of students shows that there is a gap between all demographic groups and white, non-Hispanic students. However, students with special education needs are the lowest performing sub group in reading. 64% of the 10th grade students were not proficient/advanced in reading for the 2009-10 year. African-American students performed the lowest with 68% performing at minimal/basic. 65% of the male students also performed at the minimal/basic levels. Of the 293 10th grade students who participated in the WKCE, 206 students were full academic year students. Additionally, 66 of the 206 students were repeating the 10th grade.

Only 21% of all students were proficient/advanced in mathematics as measured by the WKCE in 2009-2010. There was a 5 percentage point decrease from 2008-09 to 2009-10. There was a 1 percentage point increase from 2007-2008 and 2008-2009. The trend in mathematics across the demographic subgroups of students shows that there is an achievement gap between white, non-Hispanic students is 44%, African Americans 17% and Hispanic students 23%. Only 12% of special education students scored proficient/advanced. Math scores for the 2009-2010 school year indicate that this is the lowest subject for all sub groups. 79% of Bay View's 10th grade students were not proficient/advanced in math.

The mobility rate for Bay View in 2008-2009 was 13%, 2 percentage points lower than the district mobility rate. The

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average daily attendance rate is 80%, equal to the district high school average attendance rate of 80%.

A key measure of high school performance is the percent of students graduating from high school. For the past five years, the high school graduation rate has been derived from the new statewide reporting system. The graduation rate is calculated by dividing the cumulative number of graduates by the sum of the number of graduates and dropouts over the four years. The state target is 80%. The districts 2008-2009 high school graduation rate was 72%. The graduation rate for Bay View is 66%, 6 percentage points below the district average, and 20 percentage points below the state average.

Characteristics

There are many characteristics of student demographics that should be taken into account when selecting a model and external partners/providers. External partners/providers must have had experience with high school and urban reform; working with schools in which there are a significant number of non-proficient students, high poverty and mobility rates and high percentages of students of color.

External partners/providers must have had experience working with diverse teachers and administrators as well as working with teachers of high mobility and lacking teacher certification. These partners/providers should have experience in working with staff in building relationships, motivating teachers and becoming change agents. External providers/partners should have experience working with school districts entrenched in the status quo and to be able to work collaboratively with a strong union climate. Partners/providers should be able to work with administrators who have an engrained culture that they are the autonomous operators of their schools and who are not use to true collaboration.

During the 2008-2009 school year Bay View High School experienced a mobility rate of 13% and a stability rate of 60%. This coupled with an attendance rate of 80% provides some significant challenges for the future. Based on the 2008-2009 data the school population was 75% African American, 13% Hispanic, 8% White, 2% Asian, and 1% Native American with 52% being male and 48% being female. 20% of the schools population is special education and 85% are receiving free/reduced lunch.

The mobility rate for the enrollment area should be taken into account in selecting a model and external partners/providers. During the 2009-2010 school year, new students to Bay View High School came from 76 different schools, as well as 24 zip code areas of Milwaukee. In addition, 459 students are overage and/or repeating for their grade. (Reference Step 2: Develop a Profile of the School's Context and Performance questions 7 for specific zip code data.) During the 2008-2009 school year Bay View High School's mobility rate reflects 183 new students entering and 287 students withdrawing from Bay View High School after the third Friday count. Anecdotal data indicates that attendance rates are directly affected by the district transportation zones and the sole use of yellow school buses, rather than a combination of yellow bus and public transportation. Students that miss their school bus may not have the option to attend school late due to a lack of family financial resources.

The characteristics of administrators and faculty that should be taken into account in selecting a model and external partners is the highly qualified status of teaching staff. Currently, Bay View High School has 2 out of the 74 teachers listed as "no license for assignment". These teachers are intern teachers; one from UWM (SpEd) and one from Americorp (SpEd).

The Transformation Model

The principal at Bay View was assigned to Bay View High School in the 2008-2009 school year. The principal will be able to make and sustain strategic staff replacements by using the current evaluation process and Memorandum of Understanding as negotiated by the union.

Milwaukee Public Schools has been involved in high school reform initiatives for the past five years in various high schools through out the district including Bay View. The district developed the process as well as the criteria for the determination for the External Provider for 2010-2012 to support the needs and goals of the Transformation Model.

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A Management Team of current district staff, familiar with the reform initiatives currently in place will ensure that the communication network between the external provider, central services, and the high schools will be strong and supportive. All changes will be monitored and supported by the newly created Management Team for Metro Region high schools which includes Bay View. This team will work collaboratively with these principals to support school level flexibility in budgeting, staffing and scheduling as well as the process and implementation of ensuring the accountability for data-driven student outcomes.

Support staff is also needed to provide curriculum and instruction oversight, monitoring the new behavior management program, and interventions for overage students in need of credit-recovery. Included in the support staff are the Response to Intervention Specialists, Literacy Coach, Math Teacher Leader and PBIS Coach.

In summary, immediate changes for Bay View will include double dosing for ninth grade students and extended learning time for all students. Bay View will continue to provide credit recovery options, READ 180, the first year of PBIS and RtI implementation. Bay View will continue their partnerships with Association of General Contractors, Project Lead the Way, as well as the National Academy Foundation (Engineering). Cambium, in collaboration with Bay View's leadership team, will implement the new reform activities. The new reform activities will focus on student achievement in the areas of mathematics, literacy, student attendance and staff attendance.

Lynde and Harry Bradley Trade and Technical High School (Tier II)

Bradley Technology High School, a Tier II school, is located at 700 South 4th Street and sits on the northeast quarter of the 53204 zip code. 72% of the residences are rented versus the state average of 32% and only 28% of the residences are owner-occupied. The area surrounding Bradley Tech is comprised of 65% Hispanic, 22% White and less than 10% African American, Asian, or Native American. The adjusted gross income for neighborhood is \$28,542 which is well below the state average of \$47,735. This leads to a higher poverty level with 36% of the resident below the poverty line.

Since 2005, OJJDP, in cooperation with other Federal agencies and partners such as the Mapping and Analysis for Public Safety Program at the National Institute of Justice (also within the Department of Justice's Office of Justice Programs) and the International Association of Chiefs of Police, has been developing the Socioeconomic Mapping and Resource Topography (SMART) system. SMART is a Geographic Information System (GIS) and Web-based mapping application that illustrates (1) specific geographic areas of crime and delinquency, and (2) the nearby governmental and community resources that are available to prevent and control it. The system helps decision makers at Federal, State, and local levels target areas of greatest need and allocate resources accordingly (OJJDP)ⁱⁱⁱ.

The SMART system utilizes the community disadvantage index (CDI) to summarize the general socio-economic conditions of an area. It is a combination of several measures and is therefore considered to be more reliable than a single indicator by itself. The community disadvantage index combines three weighted census tract measures: the percent of persons living below the federal poverty line, the percent of persons receiving public assistance, and the percent of families with minor children that are female-headed. CDI scores range from 0 to 10, where the number 10 indicates that the tracts are the most disadvantaged in the country and 0 indicates the least disadvantaged. For example, the number 9 indicates that the tract is more disadvantaged than 90% of other tracts in the country. The area surrounding Bradley Tech has a score of 9.

Another characteristic of the neighborhood is that 57% of adult residents are non high school graduates. The prospect for successful employment and career growth for young adults who have failed to complete high school is extremely distressing; the local and regional economy are driving toward requiring advanced skills and education. Recent labor market data compiled by the UW-Milwaukee Center for Employment and Training through its annual "Metro Milwaukee Employer Job Vacancy Survey" revealed and confirmed the challenges facing those who have failed to complete their high school education – nearly 80% of all full-time openings and 57% of all part-time openings require post secondary education and/or technical skill certification.

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Based on Milwaukee Public Schools September 2009 Official School Enrollment Report, which is based on third Friday attendance, Bradley Tech High School contains grade levels 9 – 12 with reported enrollment of 1,258 students. The schools population comes from a number of different elementary and middle schools throughout the city so there is no individual school identified as a feeder school. Majority of the students take advantage of the city wide busing. 82% of the students qualify for free/reduced lunch, which is an indicator of the number of children living in poverty. 20% of the students are identified as special needs and 3% are English Language Learners.

The current administration has only been at the school for a brief period of time with the principal being in his position for 3 years and the five Assistant Principal's (AP) having been employed in the school for 2 years or less. The Principal and one AP have their background in instruction leadership. The remaining assistant principal's all have background knowledge in the area of discipline.

School administrators are evaluated using the "Performance Evaluation Process for School Administrators Evaluation Feedback Form" that includes six competency areas. These areas include; shared vision for learning, instructional leadership, academic achievement, positive school learning environment, building management, and community relations. Administrators are evaluated by an administrative specialist from the Office of the Superintendent. School administrators without tenure are evaluated every year for the first five years of their principal ship. Those administrators with tenure receive their evaluation every other year unless deemed necessary. Administrators of "schools identified for improvement" (SIFI), receive an evaluation every year of their SIFI status regardless of tenure. School administrators receive three scheduled conferences; initial, interim, and summative. At these conferences, required evidence is collected and feedback is provided. A list is provided at the initial conference. Information from the school administrator is also collected at the interim and summative conferences. Visits are made to the school administrator throughout the school year. School Learning Team, Staff, Department and Committee meetings are attended by the administrative specialist to provide assistance and feedback to the school administrator. The administrative specialist reviews evidence by the principal and participates in walk-throughs of the building that result in written feedback to the principal.

A profile of the teaching staff indicates that 68 of the 75 grade level or subject areas at Bradley Tech are covered by highly qualified teachers. The exception is five special education teachers, one math teacher, and one reading teacher. 17 of the 75 members of the teaching staff have been at Bradley Tech for sixteen years or more, 23 have been at the school for 6-15 years, and about ½ (35) of the teaching staff have 5 years or less in school. As a group, first-year teachers tend to be less effective than those with even a little more experience, and effectiveness tends to climb steeply for any given cohort of teachers until it begins to plateau after a few years. According to research by Haycock & Hanushek, disproportionate exposure to inexperienced teachers contributes to the achievement gap (Haycock & Hanushek, 2010)^{iv}.

Teachers are evaluated every year for the first five years of their employment. After five years they are evaluated once every three years. Principals may evaluate a teacher any year provided labor contract procedures are followed. Within the district, tenure is granted to teachers with satisfactory performance at the end of six semesters.

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- plan in order to successfully engage every student.
- provide strong effective instruction.
- establish high expectations for every student's academic and social achievement and expects every student to become a problem solver, critical thinker, and productive member of society.
- demonstrate belief in the potential of students and projects a positive attitude about teacher and students.
- engage in classroom management techniques that provide an effective and efficient physical setting, maintain appropriate student behaviors, and maximize the use of instructional time.

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- create a classroom climate that is nurturing and that fosters mutual respect, cooperation, and fairness.
- develop a variety of assessment activities to guide planning and future instruction; and accurately evaluates and documents student performance.
- communicate effectively with all students, parents, staff, and community members.
- help to ensure the overall successful operation of the school by collaborating with staff, parents, and community members, including agencies and businesses.
- grow professionally based on self-assessment, and input from a variety of sources such as peers, administrators, students, and parents.

The negotiated MPS Classroom Observation Tool is used by administrators to conduct teacher observations, to give teachers feedback and offer suggestions for improvement. In addition to classroom teachers, this evaluation process is also used with other teachers in the MTEA unit, such as literacy coaches, math lead teachers, math teacher leaders, literacy specialists, diagnostic teachers, social workers, guidance counselors, itinerant teachers, and art/music/phy ed teachers and others. The MPS Classroom Observation Tool is aligned to the Wisconsin Standards for Teacher Development and Licensure.

For the purposes of this analysis teacher absenteeism is being defined as sick days and personal days. Days out for professional development are not included in this analysis. A two year overview was used and measured against the district average for that same time period. The results of the data analysis indicated the following:

Bradley Tech High School				
Year	Total teachers/interns	Average absences	District average	Total instructional hours lost
08-09	74	15.12	13.52	6,512.20
09-10	83	14.18	12.45	6,209.70

A comprehensive school reform model has been implemented at Bradley Tech for four years. Several improvement efforts have been put in place in recent years. A 90 minute block for reading has been implemented with two different reading programs to address the non-proficient readers. Read 180 addresses the needs of non-proficient regular education students. Wisconsin Success Highways is a career assessment program for students during their freshman year. It is a drop-out-prevention program that builds students’ resiliency skills so they have the motivation to stay in school and to reach life goals. Restorative justice is a *systemic* response to wrongdoing that emphasizes healing the wounds of victims, offenders, and communities. Restorative practices seek to build relationships so that students can focus on their school work and to keep all students as participating members of the learning community.

The following highlights various factors which have impeded the success of the implementation of the Small Learning Communities reform framework:

- Lack of implementing with fidelity
- Challenges from the MTEA on multiple program components
- Administrators:
 - Various degrees of engagement in the implementation of various parts of the reform
 - Difficulty in seeing the reform as the operating framework of their school
 - Accepting, supporting and embracing all aspects of the reform
 - Assistant Principals focusing the majority of their time on building management as opposed to implementing reform components
 - Administrative turn over
- SIF: School Improvement Facilitator
 - The School Improvement Facilitator devotes various degrees of their time to non-reform administrative duties

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- Inconsistency of support for the reform initiative
- SIF turn over
- Teachers:
 - Resistance to reform efforts amongst a portion of teachers
 - Lack of trained, certified, high performing math teachers and special education teachers
 - Lack of certified teachers in other curricular areas
 - High teacher turn over for low-performing schools
 - Reluctance to implement new instructional strategies by many teachers
- Students:
 - Student attendance remains a major challenge due to high rates of suspensions and other challenges
 - Student mobility is high at all schools.

The state of Wisconsin has required all school districts in the state to administer the WKCE to all 10th graders. Improving student performance in all five subject areas is important to the district. Bradley Tech High school has shown a decline in all subject areas from the 2008-09 to the 2009-10 school year. There is a consistent trend in Bradley Tech on the WKCE: scores in mathematics are the lowest; followed by science and social studies, with the highest WKCE scores in reading.

Based on the 2009-2010 reading subtest of the WKCE only 35% of all tenth grade students were proficient/advanced compared to the district rate of 40%, a 5 percentage point difference. This is a decrease of 6 percentage points from 2008-2009, when 41% of students scored proficient/advanced in reading. The lowest performing demographic was African American students with 34% scoring proficient/advanced, and the largest achievement gap was between African American students and White students, with a gap of 6 percentage points. The trend in reading across the demographic subgroups of students shows that there is a gap between all demographic groups and white, non-Hispanic students. Six percent of students with special education needs scored proficient/advanced compared to 43 % of non special education students, a gap of 37 percentage points. Likewise, there was a gap between English Language Learners (23%) and Non-English Language Learners (35%) of 12 percentage points.

The 2009-2010 mathematics subtest of the WKCE indicated that 18% of tenth grade students were proficient/advanced, compared to 29% district wide, a gap of 11 percentage points. In 2008-2009, 20% of students were proficient/advanced in mathematics, thus creating a decline of 2 percentage points from 2008-09 to 2009-2010 in the number of students proficient/advanced. The trend in mathematics across the demographic subgroups of students shows that there is a gap between all demographic groups and white, non-Hispanic students. However, the largest achievement gap exists between African American students (14%) and Hispanic students (33%), with an achievement gap of 19 percentage points. The achievement gap is also present between subgroups. Only 5% of students with special education needs compared to 21 % of students without special education needs scored proficient or advanced, a 15 percentage point difference.

Student mobility is the percentage of mobile students, new students received by a school during the school year, divided by its fall enrolment. Approximately 15% of all MPS students change schools during the school year. The mobility rate for Bradley Tech in 2008-2009 was 11%, which is 4 percentage points lower than the district. The average daily attendance percentage for Bradley Tech is 79%, which is 1 percentage point below the district average high school attendance rate of 80%.

A key measure of high school performance is the percent of students graduating from high school. For the past five years, the high school graduation rate has been derived from the new statewide reporting system. The graduation rate is calculated by dividing the cumulative number of graduates by the sum of the number of graduates and dropouts over the four years. The state target is 80%. The district's 2008-2009 high school graduation rate was 71.6%. The graduation rate for Bradley Tech High School is 82.6% with the Hispanic student population at a 71% rate, which is lower than African-American (83%), and White (92%) student graduation rate.

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Characteristics

There are many characteristics of student demographics that should be taken into account when selecting a model and external partners/providers. External partners/providers must have had experience with high school and urban reform; working with schools in which there are a significant number of non-proficient students, high poverty and mobility rates and high percentages of students of color.

For Bradley Tech there is no identified enrollment area.

External partners/providers must have had experience working with diverse teachers and administrators as well as working with teachers of high mobility and lacking teacher certification. These partners/providers should have experience in working with staff in building relationships, motivating teachers and becoming change agents. External providers/partners should have experience working with school districts entrenched in the status quo and to be able to work collaboratively with a strong union climate. Partners/providers should be able to work with administrators who have an engrained culture that they are the autonomous operators of their schools and who are not use to true collaboration.

The Transformation Model

The principal at Bradley Tech High School was replaced within the three years for the purpose of transforming the school.

Milwaukee Public Schools has been involved in high school reform initiatives for the past five years in various high schools throughout the district including Bradley Tech. The district developed the process as well as the criteria for the determination for the External Provider for 2010-2012 to support the needs and goals of the Transformation Model.

A Regional Management Team of current district staff, familiar with the reform initiatives currently in place will ensure that the communication network between the external provider, central services, and the high schools will be strong and supportive. All changes will be monitored and supported by the newly created Management Team for the Transformation Zone high schools, which includes Bradley Tech. This team will work collaboratively with principals to support school level flexibility in budgeting, staffing and scheduling as well as the process and implementation of ensuring the accountability for data-driven student outcomes.

Support staff is also needed to provide curriculum and instruction oversight, monitoring the new behavior management program, and interventions for overage students in need of credit-recovery. Included in the support staff is the Response to Intervention Specialists, Literacy Coach, Math Teacher Leader and PBIS Coach.

In summary, Bradley Tech has had a history of inadequate student achievement with limited gains noted over the past several years. In addition, Bradley Tech was a part of reform effort that offered few visible returns. Care was taken in planning with Bradley Tech to ensure that the reform model chosen (Transformation) would align with the current trade and technology offerings in the school. Additionally, the vendor (Cambium) was chosen because of the extensive needs assessment and work with the teaching staff to counter any possible resistance as a result of the previous reform effort. The current reform effort will continue the basic interventions and curricula offered in the school with additional learning opportunities and intense student monitoring and data based decision making.

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Custer (Tier I; Restart Model)

Custer High School, a Tier I school, is located at 5075 North Sherman Boulevard and sits on the north central quarter of the 53209 zip code. 46% of the residences are rented versus the state average of 32% with only 54% of the residences being owner-occupied. The area surrounding Custer High School is comprised of 58% African Americans, 36% White the other ethnicities are below 5%. The adjusted gross income for the neighborhood is \$34,059 which is well below the state average of \$47,735. This leads to 20% of the resident below the poverty line.

Since 2005, OJJDP, in cooperation with other Federal agencies and partners such as the Mapping and Analysis for Public Safety Program at the National Institute of Justice (also within the Department of Justice's Office of Justice Programs) and the International Association of Chiefs of Police, has been developing the Socioeconomic Mapping and Resource Topography (SMART) system. SMART is a Geographic Information System (GIS) and Web-based mapping application that illustrates (1) specific geographic areas of crime and delinquency, and (2) the nearby governmental and community resources that are available to prevent and control it. The system helps decision makers at Federal, State, and local levels target areas of greatest need and allocate resources accordingly (OJJDP)^v.

The SMART system utilizes the community disadvantage index (CDI) to summarize the general socio-economic conditions of an area. It is a combination of several measures and is therefore considered to be more reliable than a single indicator by itself. The community disadvantage index combines three weighted census tract measures: the percent of persons living below the federal poverty line, the percent of persons receiving public assistance, and the percent of families with minor children that are female-headed. CDI scores range from 0 to 10, where the number 10 indicates that the tracts are the most disadvantaged in the country and 0 indicates the least disadvantaged. For example, the number 9 indicates that the tract is more disadvantaged than 90% of other tracts in the country. The area surrounding Custer has a score of 10.

Another characteristic of the neighborhood is that 51% of adult residents are non high school graduates. The prospect for successful employment and career growth for young adults who have failed to complete high school is extremely distressing; the local and regional economy are driving toward requiring advanced skills and education. Recent labor market data compiled by the UW-Milwaukee Center for Employment and Training through its annual "Metro Milwaukee Employer Job Vacancy Survey" revealed and confirmed the challenges facing those who have failed to complete their high school education – nearly 80% of all full-time openings and 57% of all part-time openings require post secondary education and/or technical skill certification.

Based on Milwaukee Public Schools September 2009 Official School Enrollment Report, which is based on third Friday attendance, Custer High School contains grade levels 9 – 12 with a reported enrollment for the 2009-10 school year of 802 students. The schools population comes from a number of different elementary and middle schools throughout the city so there is no individual school identified as a feeder school. A majority of the students take advantage of city wide busing. 85% of the students qualify for free/reduced lunch which is an indicator of the number of children living in poverty. There are 31% students identified with special education needs.

The current principal has been at Custer High School for five years with over 30 years experience in the district. There are currently three assistant principals (AP's) at Custer. One of the AP's has been an administrator at the school for five years with 24 years experience in the district. Another AP has been at the school for only 3 years, however, has been in the district for 20 years. The newest AP has only been at the school for one year. The Principal and one AP have their background in instruction leadership. All three AP's have a strong focus in the area of discipline. One AP also serves as the school programmer, while the other provides support in the area of special education.

School administrators are evaluated using the "Performance Evaluation Process for School Administrators Evaluation Feedback Form" that includes six competency areas. These areas include; shared vision for learning, instructional leadership, academic achievement, positive school learning environment, building management, and community relations. Administrators are evaluated by an administrative specialist from the Office of the Superintendent. School

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administrators without tenure are evaluated every year for the first five years of their principal ship. Those administrators with tenure receive their evaluation every other year unless deemed necessary. Administrators of “schools identified for improvement” (SIFI), receive an evaluation every year of their SIFI status regardless of tenure. School administrators receive three scheduled conferences; initial, interim, and summative. At these conferences, required evidence is collected and feedback is provided. A list is provided at the initial conference. Information from the school administrator is also collected at the interim and summative conferences. Visits are made to the school administrator throughout the school year. School Learning Team, Staff, Department and Committee meetings are attended by the administrative specialist to provide assistance and feedback to the school administrator. The administrative specialist reviews evidence by the principal and participates in walk-throughs of the building that result in written feedback to the principal.

A profile of the 2009-2010 teaching staff indicates that most positions in Custer are covered by highly qualified teachers. The exception is five special education teachers, two math teachers, and one reading teacher. 17 of the 51 members of the teaching staff have been at Custer for sixteen years or more. 37 members of the teaching staff have 5 years or less in school. As a group, first-year teachers tend to be less effective than those with even a little more experience, and effectiveness tends to climb steeply for any given cohort of teachers until it begins to plateau after a few years. According to research by Haycock & Hanushek, disproportionate exposure to inexperienced teachers contributes to the achievement gap (Haycock & Hanushek, 2010)^{vi}.

Teachers are evaluated every year for the first five years of their employment. After five years they are evaluated once every three years. Principals may evaluate a teacher any year provided labor contract procedures are followed. Within the district, tenure is granted to teachers with satisfactory performance at the end of six semesters.

The primary goal of the teacher evaluation process is to improve teacher performance, enhance professional growth, and promote student achievement. There are eleven expectations used to evaluate classroom teachers. These expectations are that every Milwaukee Public School teacher will:

- demonstrate knowledge of subject content, developmental levels, learning styles, and instructional strategies.
- plan in order to successfully engage every student.
- provide strong effective instruction.
- establish high expectations for every student’s academic and social achievement and expects every student to become a problem solver, critical thinker, and productive member of society.
- demonstrate belief in the potential of students and projects a positive attitude about teacher and students.
- engage in classroom management techniques that provide an effective and efficient physical setting, maintain appropriate student behaviors, and maximize the use of instructional time.
- create a classroom climate that is nurturing and that fosters mutual respect, cooperation, and fairness.
- develop a variety of assessment activities to guide planning and future instruction; and accurately evaluates and documents student performance.
- communicate effectively with all students, parents, staff, and community members.
- help to ensure the overall successful operation of the school by collaborating with staff, parents, and community members, including agencies and businesses.
- grow professionally based on self-assessment, and input from a variety of sources such as peers, administrators, students, and parents.

The negotiated MPS Classroom Observation Tool is used by administrators to conduct teacher observations, to give teachers feedback and offer suggestions for improvement. In addition to classroom teachers, this evaluation process is also used with other teachers in the MTEA unit, such as literacy coaches, math lead teachers, math teacher leaders, literacy specialists, diagnostic teachers, social workers, guidance counselors, itinerant teachers, and art/music/phy ed teachers and others. The MPS Classroom Observation Tool is aligned to the Wisconsin Standards for Teacher Development and Licensure.

For the purposes of this analysis teacher absenteeism is being defined as sick days and personal days. Days out for

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professional development are not included in this analysis. A two year overview was used and measured against the district average for that same time period. The result of that data analysis indicates the following:

Custer High School				
Year	Total teachers/interns	Average absences	District average	Total instructional hours lost
08-09	46	16.57	13.52	4,735.20
09-10	53	14.85	12.45	4,572.00

A comprehensive school reform model has been implemented at Custer for four years. Several improvement efforts have been put in place in recent years. A 90 minute block for reading has been implemented with two different reading programs to address the non-proficient readers. Read 180 addresses the needs of non-proficient regular education students. Wisconsin Success Highways is a career assessment program for students during their freshman year. It is a drop-out-prevention program that builds students' resiliency skills so they have the motivation to stay in school and to reach life goals. Restorative justice is a *systemic* response to wrongdoing that emphasizes healing the wounds of victims, offenders, and communities. Restorative practices seek to build relationships so that students can focus on their school work and to keep all students as participating members of the learning community.

The following highlights various factors which have impeded the success of the implementation of the Small Learning Communities reform framework:

- Lack of implementation with fidelity
- Challenges from the MTEA on multiple program components
- Administrators:
 - Various degrees of engagement in the implementation of parts of the reform
 - Difficulty in seeing the reform as the operating framework of the school
 - Accepting, supporting and embracing all aspects of the reform
 - Assistant Principals focusing the majority of their time on building management as opposed to implementing reform components
 - Administrative turn over
- SIF: School Improvement Facilitator
 - School Improvement Facilitator devoted various degrees of their time to non-reform administrative duties
 - Inconsistency of support for the reform initiative
 - SIF turn over
- Teachers:
 - Resistance to reform efforts amongst a portion of teachers
 - Lack of trained, certified, high performing math teachers and special education teachers
 - Lack of certified teachers in other curricular areas
 - High teacher turn over for low-performing schools
 - Reluctance to implement new instructional strategies by many teachers
- Students:
 - Student attendance remains a major challenge due to high rates of suspensions and other challenges
 - Student mobility is high at all schools.

The state of Wisconsin has required all school districts in the state to administer the WKCE to all 10th graders. Improving student performance in all subject areas is important to the district. Custer High school has shown the largest decline in social studies. There is a consistent trend in Custer on the WKCE: scores in social studies are the lowest; followed by science, mathematics and language arts; with the highest WKCE scores in reading.

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Based on the 2009-2010 reading subtest of the WKCE only 21% of all tenth grade students were proficient/advanced, as compared to the district proficient/advanced rate of 40%, a difference of 19 percentage points. In 2008-2009, only 20% of students scored advanced/proficient, a 1 percentage point difference from 2009-2010. The trend in reading across the demographic subgroups of students shows that special education students are the lowest performing sub group of the student population in reading with only 15% proficient, as compared to non-special education students in which 24% scored proficient/advanced, a difference of 9 percentage points.

Based on the 2009-2010 mathematics subtest of the WKCE only 14% of all tenth grade students were proficient/advanced, as compared to the district proficient/advanced rate of 29%, a difference of 15 percentage points below the district. The trend of scores is up one year and then down the next year. The trend in mathematics across the demographic subgroups of students shows that Special education students are the lowest performing sub groups of the student population in mathematics with only 13% proficient, as compared to non-special education students where 15% scored proficient/advanced, a difference of 2 percentage points.

Student mobility is the percentage of mobile students, new students received by a school during the school year, divided by its fall enrollment. Approximately 15% of all MPS students change schools during the school year. The mobility rate for Custer in 2008-2009 was 29%, 14 percentage points higher than the district mobility rate. The average daily attendance percentage is 60% which is 20 percentage points below the district average high school attendance rate of 80%.

A key measure of high school performance is the percent of students graduating from high school. For the past five years, the high school graduation rate has been derived from the new statewide reporting system. The graduation rate is calculated by dividing the cumulative number of graduates by the sum of the number of graduates and dropouts over the four years. The state target is 80%. The 2008-2009 district high school graduation rate was 71.6%, however, the graduation rate for Custer High School is only 58.3%, which is 13.3 percentage points below the district and 21.7 percentage points below the state.

Characteristics

There are many characteristics of student demographics that should be taken into account when selecting a model and external partners/providers. External partners/providers must have had experience with high school and urban reform; working with schools in which there are a significant number of non-proficient students, high poverty and mobility rates and high percentages of students of color.

For Custer there is no identified enrollment area. There are no middle schools in the transportation region. As reported in the attached June Board item (Appendix B), Custer is the only high school in the area. There is a need to serve 6th – 12th grade student in the surrounding community. The proposed technical and trade restart program will provide a valuable resource for the community. The restart will service both middle and high school students however the programs will remain structurally separated in the building.

External partners/providers must have had experience working with diverse teachers and administrators as well as working with teachers of high mobility and lacking teacher certification. These partners/providers should have experience in working with staff in building relationships, motivating teachers and becoming change agents.

External providers/partners should have experience working with school districts entrenched in the status quo and to be able to work collaboratively with a strong union climate. Partners/providers should be able to work with administrators who have an engrained culture that they are the autonomous operators of their schools and who are not use to true collaboration.

Milwaukee Public Schools has been involved in high school reform initiatives for the past five years in various high schools through out the district including Custer. The district developed the process as well as the criteria for the determination for the External Provider for 2010-2012 to support the needs and goals of the Restart Model.

A Management Team of current district staff, familiar with the reform initiatives currently in placed, will ensure that the

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communication network between the external provider, central services, and the high schools will be strong and supportive. All changes will be monitored and supported by the newly created Management Team for the Transformation Zone high schools which includes Custer. This team will work collaboratively with these principals to support school level flexibility in budgeting, staffing and scheduling as well as the process and implementation of ensuring the accountability for data-driven student outcomes.

Support staff is also needed to provide curriculum and instruction oversight, monitoring the new behavior management program, and interventions for overage students in need of credit-recovery. Included in the support staff are the Response to Intervention Specialists, Literacy Coach, Math Teacher Leader and PBIS Coach.

In summary, immediate changes for Custer will include the discontinuation of the First Things First model, Success Highway and READ 180. Custer has continued to show low performance under the First Things First major reform efforts. Custer High School will not serve freshmen students in the 2010-2011 academic year. As a result READ 180 and Success Highways will not be included in course offerings. Ninety minute block, GED-O2 and restorative practices will continue. LANGUAGE! will be augmented to include regular education students. The new reform activities will focus on achievement, student and staff attendance. With the elimination of ninth grade staffing patterns will be analyzed and changed so that there will be highly qualified teachers in all classes. The trade and technical focus will decrease the student mobility rate.

The Downtown Institute of Arts and Letters (Tier II)

The Downtown Institute of Arts and Letters (DIAL) is an instrumentality charter school housed in the Andrew Douglas Complex located at 3620 N 18th Street. The school is located in the 53206 zip code. This zip code has an average of 62% renters compared to a state average of 32%. The average gross income (AGI) is \$19,493 in contrast to a state average of \$47,735. The household income is \$24,087 with the state average at \$52,094. In the 53216 zip code area there are 42.5% of the residents living below the poverty line with 20.1 % below the 50% poverty line. (www.city-data.com)

Since 2005, OJJDP, in cooperation with other Federal agencies and partners such as the Mapping and Analysis for Public Safety Program at the National Institute of Justice (also within the Department of Justice's Office of Justice Programs) and the International Association of Chiefs of Police, has been developing the Socioeconomic Mapping and Resource Topography (SMART) system. SMART is a Geographic Information System (GIS) and Web-based mapping application that illustrates (1) specific geographic areas of crime and delinquency, and (2) the nearby governmental and community resources that are available to prevent and control it. The system helps decision makers at Federal, State, and local levels target areas of greatest need and allocate resources accordingly (OJJDP)^{vii}.

The SMART system utilizes the community disadvantage index (CDI) to summarize the general socio-economic conditions of an area. It is a combination of several measures and is therefore considered to be more reliable than a single indicator by itself. The community disadvantage index combines three weighted census tract measures: the percent of persons living below the federal poverty line, the percent of persons receiving public assistance, and the percent of families with minor children that are female-headed. CDI scores range from 0 to 10, where the number 10 indicates that the census tract areas that are the most disadvantaged in the country and 0 indicates the least disadvantaged. For example, the number 9 indicates that the tract is more disadvantaged than 90% of other tracts in the country. The area surrounding DIAL has a score of 10 indicating that it ranks as one of the most disadvantaged census tract areas in the country.

Another characteristic of the neighborhood is that 69% of adult residents are non high school graduates as opposed to 8% in Milwaukee. The prospect for successful employment and career growth for young adults who have failed to complete high school is extremely distressing; the local and regional economy are driving toward requiring advanced skills and education. Recent labor market data compiled by the UW-Milwaukee Center for Employment and Training through its annual "Metro Milwaukee Employer Job Vacancy Survey" revealed and confirmed the challenges facing

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those who have failed to complete their high school education – nearly 80% of all full-time openings and 57% of all part-time openings require post secondary education and/or technical skill certification.

The September 2009, third Friday enrollment count for DIAL High School was 199 students — 52 ninth-graders, 57 tenth-graders, 35 eleventh-graders, and 55 twelfth-graders. Thirty percent (30.7%) were students with special education needs and 1.5% students were English language learners. Within the school 85% of the students qualify for free/reduced lunch which is an indicator of the number of children living in poverty. The schools student population comes from a number of different schools. Because of the wide range of schools represented it is difficult to identify any individual schools that could be considered a feeder. Currently 156 of the 208 enrolled students are bussed. They are bussed from the Washington, Custer, South Division, Riverside, Vincent, Madison, Marshall and Pulaski attendance zones.

The principal has been at DIAL for 1 year. The principal has background knowledge in the following areas:

- Providing a vision of learning that is shared by the community
- Providing instructional leadership
- Overseeing building management
- Creating a positive school learning environment

School administrators are evaluated using the “Performance Evaluation Process for School Administrators Evaluation Feedback Form” that includes six competency areas. These areas include; shared vision for learning, instructional leadership, academic achievement, positive school learning environment, building management, and community relations. Administrators are evaluated by an administrative specialist from the Office of the Superintendent. School administrators without tenure are evaluated every year for the first five years of their principalship. Those administrators with tenure receive their evaluation every other year unless deemed necessary. Administrators of “schools identified for improvement” (SIFI), receive an evaluation every year of their SIFI status regardless of tenure. School administrators receive three scheduled conferences; initial, interim, and summative. At these conferences, required evidence is collected and feedback is provided. A list is provided at the initial conference and information from the school administrator is collected at the interim and summative conferences. Visits are made to the school administrator throughout the school year. School learning team, staff, department, and committee meetings are attended by the administrative specialist to provide assistance and feedback to the school administrator. The administrative specialist reviews evidence by the principal and participates in walk-throughs of the building that result in written feedback to the principal.

A profile of the teaching staff indicates that 12 of the 13 positions at DIAL are covered by highly qualified teachers. One of the English teachers is not highly qualified. All of the staff has been at the school for 5 years or less.

Teachers are evaluated every year for the first five years of their employment. After five years they are evaluated once every three years. Principals may evaluate a teacher any year provided labor contract procedures are followed. Within the district, tenure is granted to teachers with satisfactory performance at the end of six semesters.

The primary goal of the teacher evaluation process is to improve teacher performance, enhance professional growth, and promote student achievement. There are eleven expectations used to evaluate classroom teachers. These expectations are that every Milwaukee Public School teacher will:

- demonstrate knowledge of subject content, developmental levels, learning styles, and instructional strategies.
- plan in order to successfully engage every student.
- provide strong effective instruction.
- establish high expectations for every student’s academic and social achievement and expects every student to become a problem solver, critical thinker, and productive member of society.
- demonstrate belief in the potential of students and projects a positive attitude about teacher and students.
- engage in classroom management techniques that provide an effective and efficient physical setting, maintain appropriate student behaviors, and maximize the use of instructional time.
- create a classroom climate that is nurturing and that fosters mutual respect, cooperation, and fairness.
- develop a variety of assessment activities to guide planning and future instruction; and accurately evaluates and documents student performance.
- communicate effectively with all students, parents, staff, and community members.

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- help to ensure the overall successful operation of the school by collaborating with staff, parents, and community members, including agencies and businesses.
- grow professionally based on self-assessment, and input from a variety of sources such as peers, administrators, students, and parents.

The negotiated MPS Classroom Observation Tool is used by administrators to conduct teacher observations, to give teachers feedback and offer suggestions for improvement. In addition to classroom teachers, this evaluation process is also used with other teachers in the MTEA unit, such as literacy coaches, math lead teachers, math teacher leaders, literacy specialists, diagnostic teachers, social workers, guidance counselors, itinerant teachers, and art/music/phy ed teachers and others. The MPS Classroom Observation Tool is aligned to the Wisconsin Standards for Teacher Development and Licensure.

For the purposes of this analysis teacher absenteeism is being defined as sick days and personal days. Days out for professional development are not included in this analysis. A two year overview was used and measured against the district average for that same time period. The result of that data analysis indicates the following:

DIAL				
Year	Total teachers/interns	Average absences	District average	Total instructional hours lost
08-09	9	8	13.52	423.30
09-10	10	7.30	12.45	463.30

Downtown Institute of Arts and Letters (DIAL) emerged from the small school and Instrumentality Charter reform movement as a comprehensive college preparatory /public charter high school. DIAL is a year round charter school whose program focuses on integrated arts and humanities. The program is based on the Great Books and Advanced Placement courses. Students volunteer at local art institutions and participate in community service and pre-career internships.

Downtown Institute of Arts and Letters is an instrumentality charter school whose success is impeded by low achievement, staff turnover and governance structure. DIAL is currently a Tier II charter school as determined by the criteria set forth under the American Recovery and Reinvestment Act of 2009 and SIFI Level I under the No Child Left Behind Act. The school failed to make sufficient progress toward attaining the educational goal forth by the Milwaukee Public School District

Student mobility is the percentage of mobile students, new students received by a school during the school year, divided by its fall enrollment. The average daily attendance percentage was 80% which is the same as the district average high school attendance rate of 80%. During the 2008-2009 school year DIAL experienced a mobility rate of 23% and a stability rate of 49%. This coupled with low performance provides significant challenges for the future.

A key measure of high school performance is the percent of students graduating from high school. For the past five years, the high school graduation rate has been derived from the new statewide reporting system. The graduation rate is calculated by dividing the cumulative number of graduates by the sum of the number of graduates and dropouts over the four years. The state target is 80%. The districts 2008-2009 high school graduation rate was 71.6%. The 2008-2009 graduation rate for DIAL 55.6%.

The state of Wisconsin has required all school districts in the state to administer the WKCE to all 10th graders. Improving student performance in all subject areas is important to the district. DIAL has shown a decline in all subjects from 2007-2008 to 2009-2010 and the overall scores in all areas are far below the district and state averages.

According to the 2009-2010 reading subtest of the WKCE, only 14.3% of all tenth grade students were proficient or

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advanced. There was a 32.9 percentage point decrease in the number of students proficient or advanced in reading from the 2007-2008 to the 2009-2010 school year. The school's enrollment is predominately African American so comparison among ethnic subgroups within the school is not applicable. Only 12.8% of African American students are proficient or advanced in reading, while 5.6% of students without special education needs were proficient or advanced.

According to 2009-2010 WKCE mathematics subtest only 2% of all tenth grade students scored proficient/advanced. There was an 23 percentage point decrease from the 2007-2008 to the 2009-2010 school year. Only 2.1% of African American students are proficient or advanced in mathematics while 0% of students with special education needs were proficient or advanced.

The Charter School Review Team conducted a review of the DIAL High School Charter Contract and concluded that the school did not comply with their contract to increase student achievement. DIAL is also listed as one of the lowest performing schools in the state. The decision to apply the closure model was made as a result of their low academic performance and continuous decline in enrollment and lack of revenue to provide supportive services to students. The decision was accepted by the Superintendent and approved by the Milwaukee Board of School Directors.

Foster and Williams Visual Communications Campus (Tier II)

Foster and Williams Visual Communications Campus, a Tier II high school, is an instrumentality charter school located in the Burroughs Middle School Complex at 6700 N 80th Street. The school is located in the 53223 zip code. This zip code has an average of 43% renters compared to a state average of 32%. The average gross income (AGI) is \$40,257 in contrast to a state average of \$47,735. The household income is \$51,117 with the state average at \$52,094. In the 53216 zip code 11.2% of the residents live below the poverty line with 3.2 % below the 50% poverty line. (www.city-data.com)

Since 2005, OJJDP, in cooperation with other Federal agencies and partners such as the Mapping and Analysis for Public Safety Program at the National Institute of Justice (also within the Department of Justice's Office of Justice Programs) and the International Association of Chiefs of Police, has been developing the Socioeconomic Mapping and Resource Topography (SMART) system. SMART is a Geographic Information System (GIS) and Web-based mapping application that illustrates (1) specific geographic areas of crime and delinquency, and (2) the nearby governmental and community resources that are available to prevent and control it. The system helps decision makers at Federal, State, and local levels target areas of greatest need and allocate resources accordingly (OJJDP)^{viii}.

The SMART system utilizes the community disadvantage index (CDI) to summarize the general socio-economic conditions of an area. It is a combination of several measures and is therefore considered to be more reliable than a single indicator by itself. The community disadvantage index combines three weighted census tract measures: the percent of persons living below the federal poverty line, the percent of persons receiving public assistance, and the percent of families with minor children that are female-headed. CDI scores range from 0 to 10, where the number 10 indicates that the census tract areas that are the most disadvantaged in the country and 0 indicates the least disadvantaged. For example, the number 9 indicates that the tract is more disadvantaged than 90% of other tracts in the country. The area surrounding Foster and Williams has a score of 2, indicating that it is only more disadvantaged than 20% of the census tract areas in the country.

Another characteristic of the neighborhood is that 26% of adult residents are non high school graduates as opposed to 8% in Milwaukee. The prospect for successful employment and career growth for young adults who have failed to complete high school is extremely distressing; the local and regional economy are driving toward requiring advanced skills and education. Recent labor market data compiled by the UW-Milwaukee Center for Employment and Training through its annual "Metro Milwaukee Employer Job Vacancy Survey" revealed and confirmed the challenges facing those who have failed to complete their high school education – nearly 80% of all full-time openings and 57% of all part-time openings require post secondary education and/or technical skill certification.

The September 2009, third-Friday enrollment count for Foster and Williams High School of the Visual Arts and

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Communication was 140 students — 40 ninth-graders, 39 tenth-graders, 37 eleventh-graders, and 24 twelfth-graders. Forty eight percent (48%) were students with special education needs and 0 students were English Language Learners. Within the school 85% of the students qualify for free/reduced lunch which is an indicator of the number of children living in poverty. The schools student population comes from a number of different schools. Because of the wide range of schools represented it is difficult to identify any individual schools that could be considered a feeder. Currently 79 of the 166 enrolled students are bussed. They are bussed from the Washington, Custer, South Division, Riverside, Vincent and North attendance zones.

The principal has been at Foster and Williams for 0.5 years. The principal has background knowledge in the following areas:

- Providing a vision of learning that is shared by the community
- Providing instructional leadership
- Overseeing building management
- Creating a positive school learning environment

School administrators are evaluated using the “Performance Evaluation Process for School Administrators Evaluation Feedback Form” that includes six competency areas. These areas include; shared vision for learning, instructional leadership, academic achievement, positive school learning environment, building management, and community relations. Administrators are evaluated by an administrative specialist from the Office of the Superintendent. School administrators without tenure are evaluated every year for the first five years of their principalship. Those administrators with tenure receive their evaluation every other year unless deemed necessary. Administrators of “schools identified for improvement” (SIFI), receive an evaluation every year of their SIFI status regardless of tenure. School administrators receive three scheduled conferences; initial, interim, and summative. At these conferences, required evidence is collected and feedback is provided. A list is provided at the initial conference and information from the school administrator is collected at the interim and summative conferences. Visits are made to the school administrator throughout the school year. School learning team, staff, department, and committee meetings are attended by the administrative specialist to provide assistance and feedback to the school administrator. The administrative specialist reviews evidence by the principal and participates in walk-throughs of the building that result in written feedback to the principal.

A profile of the teaching staff indicates that 7 of the 9 positions at Foster and Williams are covered by highly qualified teachers. One of the special education teachers and one of the English teachers are not highly qualified. All of the staff has been at the school for 5 years or less.

Teachers are evaluated every year for the first five years of their employment. After five years they are evaluated once every three years. Principals may evaluate a teacher any year provided labor contract procedures are followed. Within the district, tenure is granted to teachers with satisfactory performance at the end of six semesters.

The primary goal of the teacher evaluation process is to improve teacher performance, enhance professional growth, and promote student achievement. There are eleven expectations used to evaluate classroom teachers. These expectations are that every Milwaukee Public School teacher will:

- demonstrate knowledge of subject content, developmental levels, learning styles, and instructional strategies.
- plan in order to successfully engage every student.
- provide strong effective instruction.
- establish high expectations for every student’s academic and social achievement and expects every student to become a problem solver, critical thinker, and productive member of society.
- demonstrate belief in the potential of students and projects a positive attitude about teacher and students.
- engage in classroom management techniques that provide an effective and efficient physical setting, maintain appropriate student behaviors, and maximize the use of instructional time.
- create a classroom climate that is nurturing and that fosters mutual respect, cooperation, and fairness.
- develop a variety of assessment activities to guide planning and future instruction; and accurately evaluates and documents student performance.

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- communicate effectively with all students, parents, staff, and community members.
- help to ensure the overall successful operation of the school by collaborating with staff, parents, and community members, including agencies and businesses.
- grow professionally based on self-assessment, and input from a variety of sources such as peers, administrators, students, and parents.

The negotiated MPS Classroom Observation Tool is used by administrators to conduct teacher observations, to give teachers feedback and offer suggestions for improvement. In addition to classroom teachers, this evaluation process is also used with other teachers in the MTEA unit, such as literacy coaches, math lead teachers, math teacher leader, literacy specialists, diagnostic teachers, social workers, guidance counselors, itinerant teachers, and art/music/phy ed teachers and others. The MPS Classroom Observation Tool is aligned to the Wisconsin Standards for Teacher Development and Licensure.

For the purposes of this analysis teacher absenteeism is being defined as sick days and personal days. Days out for professional development are not included in this analysis. A two year overview was used and measured against the district average for that same time period. The result of that data analysis indicates the following. Days out for professional development are not included in this analysis. A two year overview was used and measured against the district average for that same time period. The result of that data analysis indicates the following. A two year overview was used and measured against the district average for that same time period. The result of that data analysis indicates the following.

Foster and Williams VCC				
Year	Total teachers/interns	Average absences	District average	Total instructional hours lost
08-09	5	12.20	13.52	397.90
09-10	6	14.83	12.45	603.90

Foster and Williams emerged from the small school reform movement. They have made reform efforts in recent years by converting to an Instrumentality Charter School. They have implemented project based learning. Foster and Williams services many of the city's high school aged students that are deaf and hard of hearing.

Foster and Williams is an instrumentality charter school whose success is impeded by low achievement, safety concerns and governance structure. The charter school review team conducted a review of the Foster and Williams's contract compliance. The team concluded that the school failed to make sufficient progress toward attaining the educational goal established in the contract.

Student mobility is the percentage of mobile students, new students received by a school during the school year, divided by its fall enrollment. The average daily attendance percentage was 84% which is 4 percentage points higher than the district average high school attendance rate of 80%. During the 2008-2009 school year, Foster and Williams experienced a mobility rate of 22% and a stability rate of 44%. This coupled with low performance provides significant challenges for the future.

A key measure of high school performance is the percent of students graduating from high school. For the past five years, the high school graduation rate has been derived from the new statewide reporting system. The graduation rate is calculated by dividing the cumulative number of graduates by the sum of the number of graduates and dropouts over the four years. The state target is 80%. The districts 2008-2009 high school graduation rate was 71.6%. The 2008-2009 graduation rate for Foster and Williams was 80.8%.

The state of Wisconsin has required all school districts in the state to administer the WKCE to all 10th graders. Improving student performance in all subject areas is important to the district. Foster and Williams has shown a decline in all subjects from 2007-2008 to 2009-2010 and the overall scores in all areas are far below the district and state

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averages.

According to the 2009-2010 reading subtest of the WKCE, only 5.6% of all tenth grade students were proficient or advanced. There was a 20.2 percentage point decrease in the number of students proficient or advanced in reading from 2007-2008 to 2009-2010. The school's enrollment is predominately African American so comparison among ethnic subgroups within the school is not applicable. Only 6.3% of students with special education needs are proficient or advanced in reading; however, that is above the 2.9% of African Americans proficient or advanced.

According to 2009-2010 WKCE mathematics subtest only 2.8% of all tenth grade students scored proficient/advanced. There was a 8.5 percentage point decrease from the 2007-2008 to the 2009-2010 school year. Only 2.9% of African American students are proficient or advanced in mathematics while 0% of students with special education needs were proficient or advanced.

The Charter School Review Team conducted a review of the Foster and Williams High School Charter Contract and concluded that the school did not comply with their contract to increase student achievement. Foster and Williams is also listed as one of the lowest performing schools in the state. The decision to apply the closure model was made as a result of their low academic performance and continuous decline in enrollment and lack of revenue to provide supportive services to students. The decision was accepted by the Superintendent and approved by the Milwaukee Board of School Directors.

James Madison Academic Campus (Tier II)

James Madison High School, a Tier II school, is located at 8135 West Florist Avenue, on the north central quarter of the 53218 zip code. Most of the residences in the area, 51%, are owner-occupied while 32% of the residences are rented equal to the state average of renters. The area surrounding James Madison is comprised of the following ethnic groups living in the area: 55% African Americans, 27% White and the other ethnicities are below 10%. The adjusted gross income for the neighborhood is \$28,918 well below the state average of \$47,735. This leads to a higher poverty level with 22% of the resident below the poverty line.

Since 2005, OJJDP, in cooperation with other Federal agencies and partners such as the Mapping and Analysis for Public Safety Program at the National Institute of Justice (also within the Department of Justice's Office of Justice Programs) and the International Association of Chiefs of Police, has been developing the Socioeconomic Mapping and Resource Topography (SMART) system. SMART is a Geographic Information System (GIS) and Web-based mapping application that illustrates (1) specific geographic areas of crime and delinquency, and (2) the nearby governmental and community resources that are available to prevent and control it. The system helps decision makers at Federal, State, and local levels target areas of greatest need and allocate resources accordingly (OJJDP)^{ix}.

The SMART system utilizes the community disadvantage index (CDI) to summarize the general socio-economic conditions of an area. It is a combination of several measures and is therefore considered to be more reliable than a single indicator by itself. The community disadvantage index combines three weighted census tract measures: the percent of persons living below the federal poverty line, the percent of persons receiving public assistance, and the percent of families with minor children that are female-headed. CDI scores range from 0 to 10, where the number 10 indicates that the tracts are the most disadvantaged in the country and 0 indicates the least disadvantaged. For example, the number 9 indicates that the tract is more disadvantaged than 90% of other tracts in the country. The area surrounding James Madison has a score of 10, indicating that it is one of the most disadvantaged tracts in the country.

Another characteristic of the neighborhood is that 62% of adult residents are non high school graduates. The prospect for successful employment and career growth for young adults who have failed to complete high school is extremely distressing; the local and regional economy are driving toward requiring advanced skills and education. Recent labor market data compiled by the UW-Milwaukee Center for Employment and Training through its annual "Metro Milwaukee Employer Job Vacancy Survey" revealed and confirmed the challenges facing those who have failed to

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complete their high school education – nearly 80% of all full-time openings and 57% of all part-time openings require post secondary education and/or technical skill certification.

Based on Milwaukee Public Schools September 2009 Official School Enrollment Report, which is based on third Friday attendance, James Madison High School contains grade levels 9 – 12 with a reported enrollment for the 2009-2010 school year of 1,038 students. The school’s population comes from a number of different elementary and middle schools throughout the city so there is no individual school identified as a feeder school. The majority of the students take advantage of the citywide busing. Within the school 84% of the students qualify for free/reduced lunch which is an indicator of the number of children living in poverty. There are 22% of the students identified with special education needs.

The current administration has been at James Madison Academic Academy for five years or less, however, three out of four have over 20 years of experience in the district. The principal has been an employee in the district for 34 years, and a principal at James Madison for 3 years. One assistant principal has been at James Madison Academy for one month while the other two assistant principals have been there three and five years. The Principal and one AP have their background in instruction leadership. All three assistant principals have a focus in the core competency of discipline. The principal has a focus as a programmer and instructional leader.

School administrators are evaluated using the “Performance Evaluation Process for School Administrators Evaluation Feedback Form” that includes six competency areas. These areas include; shared vision for learning, instructional leadership, academic achievement, positive school learning environment, building management, and community relations. Administrators are evaluated by an administrative specialist from the Office of the Superintendent. School administrators without tenure are evaluated every year for the first five years of their principalship. Those administrators with tenure receive their evaluation every other year unless deemed necessary. Administrators of “schools identified for improvement” (SIFI), receive an evaluation every year of their SIFI status regardless of tenure. School administrators receive three scheduled conferences; initial, interim, and summative. At these conferences, required evidence is collected and feedback is provided. A list is provided at the initial conference and information from the school administrator is collected at the interim and summative conferences. Visits are made to the school administrator throughout the school year. School learning team, staff, department, and committee meetings are attended by the administrative specialist to provide assistance and feedback to the school administrator. The administrative specialist reviews evidence by the principal and participates in walk-throughs of the building that result in written feedback to the principal.

A profile of the teaching staff indicates that 39 of the 57 positions at James Madison Academic Campus are covered by highly qualified teachers. The exception is five special education teachers, one art teacher, two social studies teachers, four science teachers, four math teachers, one English teacher and one Spanish teacher. Only four of the 57 members of the teaching staff have been at James Madison for sixteen years or more, 11 have been at the school between 6 and 15 years, and 42 staff has 5 years or less experience in the school.

As a group, first-year teachers tend to be less effective than those with even a little more experience, and effectiveness tends to climb steeply for any given cohort of teachers until it begins to plateau after a few years. According to research by Haycock and Hanushek, disproportionate exposure to inexperienced teachers contributes to the achievement gap (Haycock & Hanushek, 2010^x).

Teachers are evaluated every year for the first five years of their employment. After five years they are evaluated once every three years. Principals may evaluate a teacher any year provided labor contract procedures are followed. Within the district, tenure is granted to teachers with satisfactory performance at the end of six semesters.

The primary goal of the teacher evaluation process is to improve teacher performance, enhance professional growth, and promote student achievement. There are eleven expectations used to evaluate classroom teachers. These expectations are that every Milwaukee Public School teacher will:

- demonstrate knowledge of subject content, developmental levels, learning styles, and instructional strategies.
- plan in order to successfully engage every student.

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- provide strong effective instruction.
- establish high expectations for every student’s academic and social achievement and expects every student to become a problem solver, critical thinker, and productive member of society.
- demonstrate belief in the potential of students and projects a positive attitude about teacher and students.
- engage in classroom management techniques that provide an effective and efficient physical setting, maintain appropriate student behaviors, and maximize the use of instructional time.
- create a classroom climate that is nurturing and that fosters mutual respect, cooperation, and fairness.
- develop a variety of assessment activities to guide planning and future instruction; and accurately evaluates and documents student performance.
- communicate effectively with all students, parents, staff, and community members.
- help to ensure the overall successful operation of the school by collaborating with staff, parents, and community members, including agencies and businesses.
- grow professionally based on self-assessment, and input from a variety of sources such as peers, administrators, students, and parents.

The negotiated MPS Classroom Observation Tool is used by administrators to conduct teacher observations, to give teachers feedback and offer suggestions for improvement. In addition to classroom teachers, this evaluation process is also used with other teachers in the MTEA unit, such as literacy coaches, math lead teachers, math teacher leader, literacy specialists, diagnostic teachers, social workers, guidance counselors, itinerant teachers, and art/music/phy ed teachers and others. The MPS Classroom Observation Tool is aligned to the Wisconsin Standards for Teacher Development and Licensure.

A comprehensive school reform model has been implemented at James Madison for three years. Several improvement efforts have been put in place in recent years. A 90 minute block for reading has been implemented with two different reading programs to address the non-proficient readers. Read 180 addresses the needs of non-proficient regular education students. Wisconsin Success Highways is a career assessment program for students during their freshman year. It is a drop-out-prevention program that builds students’ resiliency skills so they have the motivation to stay in school and to reach life goals. Restorative justice is a *systemic* response to wrongdoing that emphasizes healing the wounds of victims, offenders, and communities. Restorative practices seeks to build relationships so that students can focus on their school work and to keep all students as participating members of the learning community.

The following highlights various factors which have impeded the success of the implementation of the Small Learning Communities reform framework:

- Lack of implementation fidelity
- Challenges from the MTEA on multiple program components
- Administrators:
 - Various degrees of engagement in the implementation of parts of the reform
 - Difficulty in seeing the reform as the operating framework of their school
 - Accepting, supporting and embracing all aspects of the reform
 - Assistant Principals focusing the majority of their time on building management as opposed to implementing reform components
 - Administrative turn over
- SIF: School Improvement Facilitator
 - School Improvement Facilitator devoted various degrees of their time to non-reform administrative duties
 - Inconsistency of support for the reform initiative
 - SIF turn over
- Teachers:
 - Teacher resistance to reform efforts amongst a portion of teachers
 - Lack of trained, certified, high performing math teachers and special education teachers
 - Lack of certified teachers in other curricular areas
 - High teacher turn over for low-performing schools
 - Reluctance to implement new instructional strategies by many teachers

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- Students:
 - Student attendance remains a major challenge due to high rates of suspensions and other challenges
 - Student mobility is high at all schools.

The state of Wisconsin has required all school districts in the state to administer the WKCE to all 10th graders. Improving student performance in all subject areas is important to the district. James Madison Academic Campus has shown a decline in three subjects, however, the overall scores in all areas are far below the district and state averages. There is a consistent trend in James Madison on the WKCE: scores on mathematics and science continue to be the lowest scores and social studies has stayed steady while reading has improved.

According to the 2009-2010 reading subtest of the WKCE, only 25% of all tenth grade students were proficient/advanced. There was a 1 percentage point decrease in the number of students proficient/advanced in reading from 2008-2009 to 2009-2010. There was a 12 percentage point increase from 2007-2008 and 2008-2009. The trend in reading across the demographic subgroups of students shows that there is a gap between all demographic groups and white, non-Hispanic students, with the lowest performing demographic being African American with only 24% of students scoring proficient/advanced in reading. Students with special education needs are the lowest performing subgroup with 15% scoring proficient/advanced compared to 28% of non special education students, a gap of 13 percentage points.

According to 2009-2010 WKCE mathematics subtest only 13% of all tenth grade students scored proficient/advanced. There was a 3 percentage point decrease from 2008-2009 to 2009-2010. There was a 6 percentage point increase from 2007-2008 and 2008-2009. The trend in mathematics across the demographic subgroups of students shows that there is an achievement gap between all demographics and African Americans, with only 12% scoring proficient/advanced. Only 7% of special education students scored proficient/advanced, compared to 15% of non special education students, a gap of 8 percentage points.

Student mobility is the percentage of mobile students, new students received by a school during the school year, divided by its fall enrollment. The mobility rate for James Madison in 2008-2009 was 30%, which is 15 percentage points below the district average of 15%. The average daily attendance percentage is 79% which is 1 percentage point below the district average high school attendance rate of 80%.

A key measure of high school performance is the percent of students graduating from high school. For the past five years, the high school graduation rate has been derived from the new statewide reporting system. The graduation rate is calculated by dividing the cumulative number of graduates by the sum of the number of graduates and dropouts over the four years. The state target is 80%. The districts 2008-2009 high school graduation rate was 71.6%. The graduation rate for James Madison Academic Campus is 79.8%, 8.2 percentage points above the district average, and .2 percentage points below the state average.

Characteristics

There are many characteristics of student demographics that should be taken into account when selecting a model and external partners/providers. External partners/providers must have had experience with high school and urban reform; working with schools in which there are a significant number of non-proficient students, high poverty and mobility rates and high percentages of students of color.

For James Madison there is no identified enrollment area.

External partners/providers must have had experience working with diverse teachers and administrators as well as working with teachers of high mobility and lacking teacher certification. These partners/providers should have experience in working with staff in building relationships, motivating teachers and becoming change agents.

External providers/partners should have experience working with school districts entrenched in the status quo and to be able to work collaboratively with a strong union climate. Partners/providers should be able to work with administrators

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who have an engrained culture that they are the autonomous operators of their schools and who are not use to true collaboration.

The Transformation Model

The principal at James Madison was removed June, 2010. A new principal will be assigned based on interview through the school governance council, as noted in the school's charter. Three candidates will be presented to the Regional Executive Specialist who will then assign a new principal to the school.

Milwaukee Public Schools has been involved in high school reform initiatives for the past five years in various high schools through out the district including James Madison. The district developed the process as well as the criteria for the determination for the External Provider for 2010-2012 to support the needs and goals of the Transformation Model.

A Regional Management Team of current district staff, familiar with the reform initiatives currently in placed, will ensure that the communication network between the external provider, central services, and the high schools will be strong and supportive. All changes will be monitored and supported by the newly created Management Team for the Metro Region high schools which includes James Madison. This team will work collaboratively with these principals to support school level flexibility in budgeting, staffing and scheduling as well as the process and implementation of ensuring the accountability for data-driven student outcomes. Support staff is also needed to provide curriculum and instruction oversight, monitoring the new behavior management program, and interventions for overage students in need of credit-recovery. Included in the support staff is the Intervention Specialists, Literacy Coach, Math Teacher Leader and PBIS Coach.

In summary, James Madison Academic Campus has had a history of inadequate student achievement with limited gains noted over the past several years. In addition, James Madison was a part of reform effort that offered few visible returns. Care was taken in planning with James Madison to ensure that the reform model chosen (Transformation) would align with the school's charter and mission. Additionally, the vendor (Project Grad) was chosen because of the extensive needs assessment and work with the teaching staff to counter any possible resistance as a result of the previous reform effort. The current reform effort will continue the basic interventions and curricula offered at James Madison. The principal is being replaced. Extended learning opportunities will be offered, as will an emphasis on graduation and post secondary experiences.

Milwaukee African American Immersion – North Division Complex (Tier I)

Milwaukee African American Immersion School (MAAI), a Tier I school, is located on the 2nd and 3rd floor of the North Division complex located at 1011 W. Center Street. Based on Milwaukee Public Schools September 2009 Official School Enrollment Report, which is based on third Friday attendance, Milwaukee African American Immersion contains grade levels 9 – 12 with a reported enrollment for the 2009-2010 school year of 486 students. The schools population comes from a number of different elementary and middle schools so there is no individual school identified as a feeder school. While the school does offer city wide busing the vast majority of the students reside in the neighborhoods surrounding the school. 84% of the students qualify for free/reduced lunch which is an indicator of the number of children living in poverty. There are 32% students identified with special education needs and no English Language Learners.

The current administration has only been at the school for a brief period of time with the Assistant Principal In-Charge (APIC) and one Assistant Principal (AP) only employed in the school for one year. A second AP has been at Milwaukee African Immersion School for the last two years. The Assistant Principal In-Charge has a variety of skills and expertise such as vision of learning that is shared by the community, instruction leader, building management and positive school learning environment and has been in the position for 2 ½ years, was an AP for 2 ½ years and in the district for 4 years.

School administrators are evaluated using the "Performance Evaluation Process for School Administrators Evaluation Feedback Form" that includes six competency areas. These areas include; shared vision for learning, instructional leadership, academic achievement, positive school learning environment, building management, and community

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relations. Administrators are evaluated by an administrative specialist from the Office of the Superintendent. School administrators without tenure are evaluated every year for the first five years of their principalship. Those administrators with tenure receive their evaluation every other year unless deemed necessary. Administrators of “schools identified for improvement” (SIFI), receive an evaluation every year of their SIFI status regardless of tenure. School administrators receive three scheduled conferences; initial, interim, and summative. At these conferences, required evidence is collected and feedback is provided. A list is provided at the initial conference Information from the school administrator is also collected at the interim and summative conferences. Visits are made to the school administrator throughout the school year. School Learning Team, Staff, Department and Committee meetings are attended by the administrative specialist to provide assistance and feedback to the school administrator. The administrative specialist reviews evidence by the principal and participates in walk-throughs of the building that result in written feedback to the principal.

A profile of the teaching staff indicates that 25 of 30 grade level or subject positions in the MAAI are covered by highly qualified teachers. The exception is one social studies teacher, two science teachers, one technical education teacher and one reading teacher. The 30 members of the teaching staff have been at MAAI five years or less. As a group, first-year teachers tend to be less effective than those with even a little more experience, and effectiveness tends to climb steeply for any given cohort of teachers until it begins to plateau after a few years. According to research by Haycock & Hanushek, disproportionate exposure to inexperienced teachers contributes to the achievement gap (Haycock & Hanushek, 2010)^{xi}.

Teachers are evaluated every year for the first five years of their employment. After five years they are evaluated once every three years. Principals may evaluate a teacher any year provided labor contract procedures are followed. Within the district, tenure is granted to teachers with satisfactory performance at the end of six semesters.

The primary goal of the teacher evaluation process is to improve teacher performance, enhance professional growth, and promote student achievement. There are eleven expectations used to evaluate classroom teachers. These expectations are that every Milwaukee Public School teacher will:

- demonstrate knowledge of subject content, developmental levels, learning styles, and instructional strategies.
- plan in order to successfully engage every student.
- provide strong effective instruction.
- establish high expectations for every student’s academic and social achievement and expects every student to become a problem solver, critical thinker, and productive member of society.
- demonstrate belief in the potential of students and projects a positive attitude about teacher and students.
- engage in classroom management techniques that provide an effective and efficient physical setting, maintain appropriate student behaviors, and maximize the use of instructional time.
- create a classroom climate that is nurturing and that fosters mutual respect, cooperation, and fairness.
- develop a variety of assessment activities to guide planning and future instruction; and accurately evaluates and documents student performance.
- communicate effectively with all students, parents, staff, and community members.
- help to ensure the overall successful operation of the school by collaborating with staff, parents, and community members, including agencies and businesses.
- grow professionally based on self-assessment, and input from a variety of sources such as peers, administrators, students, and parents.

The negotiated MPS Classroom Observation Tool is used by administrators to conduct teacher observations, to give teachers feedback and offer suggestions for improvement. In addition to classroom teachers, this evaluation process is also used with other teachers in the MTEA unit, such as literacy coaches, math lead teachers, math teacher leader, literacy specialists, diagnostic teachers, social workers, guidance counselors, itinerant teachers, and art/music/phy ed teachers and others. The MPS Classroom Observation Tool is aligned to the Wisconsin Standards for Teacher Development and Licensure.

For the purposes of this analysis teacher absenteeism is being defined as sick days and personal days. Days out for professional development are not included in this analysis. A two year overview was used and measured against the

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district average for that same time period. The result of that data analysis indicates the following:

Milwaukee African American Immersion High School				
Year	Total teachers/interns	Average absences	District average	Total instructional hours lost
08-09	25	10.08	13.52	1,598.80
09-10	31	12.45	12.45	2,198.40

Several reform and improvement efforts have been put in place in recent years. The school has implemented a block schedule in an effort to address some academic deficiencies. A 90 minute block for reading has been implemented with two different reading programs to address the non-proficient readers. **Read 180 addresses the needs of non-proficient regular education and special education students.** The largest impediment to the success of all of these efforts is the low student attendance. Historically, MAAI has had a low student attendance rate and this year is no exception. Because students are not attending on a regular basis it is difficult to see any positive growth around the reform efforts that have been put in place. The attendance rate for 2008-2009 for MAAI was 66% compared to the district's overall attendance rate which was 87%, a difference of 21 percentage points.

The school started with freshmen in the 2006-2007 school year. The first year for sophomores was in the 2007-2008 school year. Based on the 2009-2010 10th grade reading subtest of the state standardized test, the Wisconsin Knowledge and Concepts Exam (WKCE), only 17 % of students were proficient/advanced in reading, as compared to 40% of 10th grade students district wide, a difference of 24 percentage points. Comparing 2009-2010 to 2008-2009 showed a 3 percentage point increase in the number of students proficient/advanced in reading. In 2009-2010, only 16% of African American students scored proficient/advanced, compared to 33% district wide, a difference of 17 percentage points and only 3% of students with special education needs scored proficient/advanced, compared to 14% district wide, and 36% statewide, a difference of 11 percentage points and 33 percentage points respectively.

Based on the 2009-2010 tenth grade WKCE mathematics subtest, only 5% of students at MAAI scored proficient or advanced, compared to the district wide average of 29%, a difference of 24 percentage points. This is an increase of 4 percentage points when compared to the number of students scoring proficient or advanced on the 2008-2009 mathematics subtest.

Only 4% of African American students scored proficient/advanced on the mathematics subtest, compared to 20% district wide and 28% statewide, a difference of 16 percentage points and 24 percentage points respectively. Only 3% of 10th grade special education students were proficient/advanced compared to 10% statewide and 27% statewide.

Student mobility is the percentage of mobile students, new students received by a school during the school year, divided by its fall enrollment. The mobility rate for MAAI in 2008-2009 was 47%, compared to a district mobility rate of 15%, which is a difference of 32 percentage points. This is also an increase of 12 percentage points from the 2007-2008 school year.

A key measure of high school performance is the percent of students graduating from high school. For the past five years, the high school graduation rate has been derived from the new statewide reporting system. The graduation rate is calculated by dividing the cumulative number of graduates by the sum of the number of graduates and dropouts over the four years. In 2007-2008, MAAI had its first set of graduates in grade 12. In 2008-2009, 66% of students graduated from MAAI, The 2008-2009 state graduation rate is 80% and district graduation rate is 72%. Of the 66% of students that graduated in 2008-2009, 66% were African American students.

Characteristics

The characteristics of the student demographics that should be taken into account when selecting a model and external

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partners/providers are several. During the 2008-2009 school year, MAAI experienced a high mobility rate of 47% and a stability rate of 33% coupled with an attendance rate of just 62%. Based on the 2008-2009 data, the school population was 97% African American with 53% being male and 47% being female. 32% of the schools population is special education and 84% are receiving free/reduced lunch.

Since 2005, OJJDP, in cooperation with other Federal agencies and partners such as the Mapping and Analysis for Public Safety Program at the National Institute of Justice (also within the Department of Justice's Office of Justice Programs) and the International Association of Chiefs of Police, has been developing the Socioeconomic Mapping and Resource Topography (SMART) system. SMART is a Geographic Information System (GIS) and Web-based mapping application that illustrates (1) specific geographic areas of crime and delinquency, and (2) the nearby governmental and community resources that are available to prevent and control it. The system helps decision makers at Federal, State, and local levels target areas of greatest need and allocate resources accordingly (OJJDP)^{xii}.

The SMART system utilizes the community disadvantage index (CDI) to summarize the general socio-economic conditions of an area. It is a combination of several measures and is therefore considered to be more reliable than a single indicator by itself. The community disadvantage index combines three weighted census tract measures: the percent of persons living below the federal poverty line, the percent of persons receiving public assistance, and the percent of families with minor children that are female-headed. CDI scores range from 0 to 10, where the number 10 indicates that the tracts are the most disadvantaged in the country and 0 indicates the least disadvantaged. For example, the number 9 indicates that the tract is more disadvantaged than 90% of other tracts in the country. The area surrounding MAAI has a score of 10. Although the score is high, there is a community vision to revitalize the area. The Lindsay Heights Quality of Life strategic plan emphasizes the need to create a peaceful, clean, and well cared for place where everyone feels good about the neighborhood and there is a sense of community. Just as important is to have a unified and attractive commercial corridor that requires a consistent look in the Lindsay Heights' neighborhood with an established facade and streetscape improvement program that incorporates design standards for existing and new businesses along the commercial streets. Therefore, the exterior of the North Division building, which houses MAAI, and the landscape will need to have the standard look of the neighborhood.

In order to meet the standard look the North Division Campus needs exterior site work, including the football field and tennis courts that are regularly used throughout the year, but especially in the summer, when North Division becomes a widely used community resource from neighborhood children playing basketball to area residents using the track area for walking. The council is interested in having North Division School as an anchor for the neighborhood by building a sense of community on the campus. Lindsay Heights' Neighborhood Initiative is committed to making the neighborhood a place where everyone takes pride in their surroundings including the schools and the community.

Currently the school has 5 of the 30 teachers listed as "no license for assignment". The APIC is also currently listed with that same status. Three of the teachers are interns; one from MTEC and two are from UWM in the area of special education.

The Restart Model

Interested charter management organizations or education management organizations

There are qualified CMO's and EMO's interested in a performance contract with the LEA to convert the existing school into a new school at the current location. The LEA has been actively involved with a community based group of stakeholders in defining the characteristics needed in the new school. This eight month process has resulted in a Request for Proposal (RFP) being drafted and submitted to engage the services of a qualified provider (See attached addendum, Appendix C)

There is a strong established community group interested in initiating a homegrown charter school. This is evidence by the 8 months of work done by the LEA and the community stakeholders group.

At this time the choice of option to most likely result in dramatic student growth has not been decided. Starting fresh allows a state, district or other authorizing entity to break the cycle of low achievement by making deep and fundamental changes to the way the school operates (National Association of Charter School Authorizers, 2005)^{xiii}. The

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results of the RFP process will bring some clarity to this question and allow the review committee to make an informed decision based on success rates and proven track records of the qualified providers that respond to the RFP.

The statutory, policy and collective bargaining language relevant to the school will be negotiated with the stakeholders including the superintendent and union officials to ensure that the language is included in all aspects of the schools' restart process. Teachers will continue to be supported if they are reassigned to the school as a result of the restart. Any surplus staff will serve as substitute teachers in the district or lay offs may occur if the budget doesn't allow for the retention of staff members.

The LEA will work closely with the qualified provider selected for the restart model. The LEA has a strong track record of working closely with both CMO's and EMO'S through the diversified community schools division in providing services related to human resources, transportation, special education and other related service. The SEA will only provide technical assistance during the restart.

The charter governing board will be held accountable for performance benchmarks that are included in the contract. Contractual language will dictate the expected level of performance needed by the qualified provider. Reviews will be done by the LEA Board of Directors to determine compliance with the stated student achievement benchmarks. The Board has a proven track record of monitoring and addressing low performing CMO's and EMO's. Failure to meet the contractual student growth benchmarks could ultimately result in Board action that would terminate contracts of providers and school closure.

In summary, Milwaukee African American Immersion school had been targeted for a restart prior to the implementation of this grant, because of a history of inadequate academic achievement. Immediate changes for Milwaukee African American Immersion will include continuation of all current programs for the 2010-2011 school year. The new reform activities with the restart model will focus on achievement, and student and staff attendance beginning in the 2011/2012 school year.

South Division High School (Tier II)

South Division High School is designated as a Tier II school and is located at 1515 W. Lapham Blvd. in Milwaukee, Wisconsin and sits on the northeast quarter of the 53204 zip code. 72% of the residences are rented versus the state average of 32% with only 28% of the residences owner-occupied. The area surrounding South Division is comprised of 12.5% Hispanic, 75.1% White, 12.3% African American and 3.6% Asian. The adjusted gross income for neighborhood is \$21,416 which is well below the state average of \$47,735. This leads to a higher poverty level with 29% of the resident below the poverty line.

Since 2005, OJJDP, in cooperation with other Federal agencies and partners such as the Mapping and Analysis for Public Safety Program at the National Institute of Justice and the International Association of Chiefs of Police, has been developing the Socioeconomic Mapping and Resource Topography (SMART) system. SMART is a Geographic Information System (GIS) and Web-based mapping application that illustrates (1) specific geographic areas of crime and delinquency, and (2) the nearby governmental and community resources that are available to prevent and control it. The system helps decision makers at Federal, State, and local levels target areas of greatest need and allocate resources accordingly (OJJDP)^{xiv}.

The SMART system utilizes the community disadvantage index (CDI) to summarize the general socio-economic conditions of an area. It is a combination of several measures and is therefore considered to be more reliable than a single indicator by itself. The community disadvantage index combines three weighted census tract measures: the percent of persons living below the federal poverty line, the percent of persons receiving public assistance, and the percent of families with minor children that are female-headed. CDI scores range from 0 to 10, where the number 10 indicates that the tracts are the most disadvantaged in the country and 0 indicates the least disadvantaged. For example, the number 9 indicates that the tract is more disadvantaged than 90% of other tracts in the country. The area

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surrounding South Division has a score of 10 meaning it is a most disadvantaged in the country.

Another characteristic of the neighborhood is that 69% of adult residents are non high school graduates. The prospect for successful employment and career growth for young adults who have failed to complete high school is extremely distressing; the local and regional economy are driving toward requiring advanced skills and education. Recent labor market data compiled by the UW-Milwaukee Center for Employment and Training through its annual “Metro Milwaukee Employer Job Vacancy Survey” revealed and confirmed the challenges facing those who have failed to complete their high school education – nearly 80% of all full-time openings and 57% of all part-time openings require post secondary education and/or technical skill certification.

Based on Milwaukee Public Schools September 2009 Official School Enrollment Report, which is based on third Friday attendance, South Division High School contains grade levels 9 – 12 with reported enrollment of 1,278 students. The schools population comes from a number of different elementary and middle schools throughout the city so there is no individual school identified as a feeder school. Majority of the students take advantage of the city wide busing. 88% of the students qualify for free/reduced lunch which is an indicator of the number of children living in poverty. There are 22% of students identified with special education needs and 28% English Language Learners.

The current administration has been at the school for a brief period of time. The current principal has seven years of experience as a principal but is in his first year at South Division. He has background knowledge in the areas of vision, instructional leadership building management and operations as well as building a positive school learning environment. South Division also has four assistant principals who have been at the school for 10, 3, 2 and 1 year respectively. They all have a strong knowledge base in the area of instructional leadership. One also serves as the schools programmer. In addition to the principal and four assistant principals, South Division has one curriculum generalist who has been at the school for one year. He has a strong background in the area of instructional leadership and professional development.

School administrators are evaluated using the “Performance Evaluation Process for School Administrators Evaluation Feedback Form” that includes six competency areas. These areas include; shared vision for learning, instructional leadership, academic achievement, positive school learning environment, building management, and community relations. Administrators are evaluated by an administrative specialist from the Office of the Superintendent. School administrators without tenure are evaluated every year for the first five years of their principal ship. Those administrators with tenure receive their evaluation every other year unless deemed necessary. Administrators of “schools identified for improvement” (SIFI), receive an evaluation every year of their SIFI status regardless of tenure. School administrators receive three scheduled conferences; initial, interim, and summative. At these conferences, required evidence is collected and feedback is provided. A list is provided at the initial conference. Information from the school administrator is also collected at the interim and summative conferences. Visits are made to the school administrator throughout the school year. School Learning Team, Staff, Department and Committee meetings are attended by the administrative specialist to provide assistance and feedback to the school administrator. The administrative specialist reviews evidence by the principal and participates in walk-throughs of the building that result in written feedback to the principal.

A profile of the teaching staff indicates that 47 of the 64 grade level or subject areas at South Division are covered by highly qualified teachers. The exception is three special education teachers, one science teacher, nine English teachers, and four reading teachers. 20 of the 47 members of the teaching staff have been at South Division for sixteen years or more, 26 have been at the school for 6-15 years, and 18 of the teaching staff have 5 years or less in school. As a group, first-year teachers tend to be less effective than those with even a little more experience, and effectiveness tends to climb steeply for any given cohort of teachers until it begins to plateau after a few years. According to research by Haycock & Hanushek, disproportionate exposure to inexperienced teachers contributes to the achievement gap (Haycock & Hanushek, 2010)^{xv}.

Teachers are evaluated every year for the first five years of their employment. After five years they are evaluated once every three years. Principals may evaluate a teacher any year provided labor contract procedures are followed. Within

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the district, tenure is granted to teachers with satisfactory performance at the end of six semesters.

The primary goal of the teacher evaluation process is to improve teacher performance, enhance professional growth, and promote student achievement. There are eleven expectations used to evaluate classroom teachers. These expectations are that every Milwaukee Public School teacher will:

- demonstrate knowledge of subject content, developmental levels, learning styles, and instructional strategies.
- plan in order to successfully engage every student.
- provide strong effective instruction.
- establish high expectations for every student's academic and social achievement and expects every student to become a problem solver, critical thinker, and productive member of society.
- demonstrate belief in the potential of students and projects a positive attitude about teacher and students.
- engage in classroom management techniques that provide an effective and efficient physical setting, maintain appropriate student behaviors, and maximize the use of instructional time.
- create a classroom climate that is nurturing and that fosters mutual respect, cooperation, and fairness.
- develop a variety of assessment activities to guide planning and future instruction; and accurately evaluates and documents student performance.
- communicate effectively with all students, parents, staff, and community members.
- help to ensure the overall successful operation of the school by collaborating with staff, parents, and community members, including agencies and businesses.
- grow professionally based on self-assessment, and input from a variety of sources such as peers, administrators, students, and parents.

The negotiated MPS Classroom Observation Tool is used by administrators to conduct teacher observations, to give teachers feedback and offer suggestions for improvement. In addition to classroom teachers, this evaluation process is also used with other teachers in the MTEA unit, such as literacy coaches, math lead teachers, math teaching specialists, literacy specialists, diagnostic teachers, social workers, guidance counselors, itinerant teachers, and art/music/phy ed teachers and others. The MPS Classroom Observation Tool is aligned to the Wisconsin Standards for Teacher Development and Licensure.

For the purposes of this analysis teacher absenteeism is being defined as sick days and personal days. Days out for professional development are not included in this analysis. A two year overview was used and measured against the district average for that same time period. The result of that data analysis indicates the following:

South Division High School				
Year	Total teachers/interns	Average absences	District average	Total instructional hours lost
08-09	80	14.86	13.52	6,890.90
09-10	81	13.58	12.45	6,249.70

A comprehensive school reform model has been implemented at South Division for four years. Several improvement efforts have been put in place in recent years. A 90 minute block for reading has been implemented with two different reading programs to address the non-proficient readers. Read 180 addresses the needs of non-proficient regular education students.

The largest impediment to the success of these efforts is the low student attendance. Because students are not attending on a regular basis it is difficult to see any positive growth around the reform efforts that have been put in place. Another

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impediment is the mobility rate. The mobility rate of South Division is 18%, it is difficult to make progress when students are frequently moving in and out of the school.

The state of Wisconsin has required all school districts in the state to administer the Wisconsin Knowledge and Concepts Exam (WKCE) to all 10th graders. Improving student performance in all five subject areas is important to the district. South Division High School has shown a decline in 4 out of the 5 subjects from the 2008-2009 to the 2009-2010 school year, with no change in mathematics from year to year.

Based on South Division's 2009-2010 reading subtest of the WKCE only 25% of all tenth grade students were proficient/advanced compared to the district rate of 40%, a 15 percentage point difference. This is a decrease of 10 percentage points from 2008-2009, when 35% of students scored proficient/advanced in reading. The lowest performing demographic was Asian students with 14% scoring proficient/advanced, and the largest achievement gap was between the Asian students (14%) and White students (63%), with a gap of 49 percentage points. The trend in reading across the demographic subgroups of students shows that there is a gap between all demographic groups and white, non-Hispanic students. 17% of students with special education needs scored proficient/advanced compared to 27% of non special education students, a gap of 10 percentage points. Likewise, there was a gap between English Language Learners (13%) and Non-English Language Learners (31%) of 18 percentage points.

The South Division 2009-2010 mathematics subtest of the WKCE indicated that 20.4% of tenth grade students were proficient/advanced, compared to 28.6% district wide, a gap of 8.2 percentage points. In 2008-09, 20% of students were proficient/advanced in mathematics, thus creating no change from year to year. The trend in mathematics across the demographic subgroups of students shows that there is a gap between all demographic groups and white, non-Hispanic students. However, the largest achievement gap exists between African American students (13.9%) and Hispanic students (32.5%), with an achievement gap of 18.6 percentage points. The achievement gap is also present between subgroups. Only 4.7% of students with special education needs compared to 21.1% of students without special education needs scored proficient or advanced, a 16.4 percentage point difference.

Student mobility is the percentage of mobile students, new students received by a school during the school year, divided by its fall enrollment. Approximately 15% of all MPS students change schools during the school year. The mobility rate for South Division in 2008-2009 was 18%, which is 3 percentage points higher than the district and the average daily attendance percentage is 73% which is 9 percentage points below the district rate average high school attendance rate of 80%.

A key measure of high school performance is the percent of students graduating from high school. For the past five years, the high school graduation rate has been derived from the new statewide reporting system. The graduation rate is calculated by dividing the cumulative number of graduates by the sum of the number of graduates and dropouts over the four years. The state target is 80%. The district's 2008-2009 high school graduation rate was 72%. The graduation rate for South Division High School is 65% with the Hispanic student population at a 70% rate, which is higher than African-American (57%), and White (36%) student graduation rate.

Characteristics

South Division is a near south side school and has the largest high school bilingual program in the state of Wisconsin. Students reflect the great diversity of its surrounding neighborhood and community including Germany, Puerto Rico, Mexico, Venezuela, Nigeria, Ghana, Thailand, Laos, Lithuania, Russia and others countries.

There are many characteristics of student demographics that should be taken into account when selecting a model and external partners/providers. During the 2008-2009 school year, South Division experienced a mobility rate of 18 % and a stability rate of 65%. This coupled with an attendance rate of just 73% provides some significant challenges for the future. Based on the 2008-2009 data the school population was 33% African American with 52% being male and 48% being female. 22% of the schools population is special education and 88% are receiving free/reduced lunch.

Student mobility is a major concern and a barrier to academic success at South Division. Students move to and from

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Mexico and Puerto Rico with such regularity throughout the year that their progress and English language acquisition are drastically hindered. Mobility within the MPS schools also is cause for concern. In 2009-2010, MPS revised its transportation practices and guidelines. Eligibility is now limited to students within a particular zone. If students move beyond that zone, they are required to provide their own transportation to school or request a transfer to a school that services their new home address. This causes transfers in and out of South Division, based on family relocation. Also, in the past, MPS offered both bus passes and yellow bus service, depending on home addresses. This year, all students who are eligible for transportation are provided a yellow bus.

The characteristics of the enrollment area that need to be taken into account when selection a model and external partners/providers are South Division's diverse population must be taken into account, particularly as it relates to language needs of the community. Our students and their parents speak 13 languages besides English. Languages include: Arabic (4), Burmese (19), Hmong (50), Karen S'gaw (14), Kayah Eastern (1), Krahn Western (1), Kunama (1), Kurdish (2), Maay (3), Mandarin (1), Masalit (2), Somali (8), and Spanish (320). Approximately 25 of our non-Hispanic ELL students are enrolled in a sheltered program because they have had little to no schooling prior to enrolling in MPS. The impact of this large ELL population on state and district assessments is quite significant.

External partners/providers must have had experience with high school and urban reform; working with schools in which there are a significant number of non-proficient students, high poverty and mobility rates and high percentages of students of color.

External partners/providers must have had experience working with diverse teachers and administrators. These partners/providers should have experience in working with staff in building relationships, motivating teachers and becoming change agents.

External providers/partners should have experience working with school districts entrenched in the status quo and to be able to work collaboratively with a strong union climate. Partners/providers should be able to work with administrators who have an engrained culture that they are the autonomous operators of their schools and who are not use to true collaboration.

The Transformation Model

According to the federal guidelines, the expectation will be to replace principal's who have served in that capacity for more than two years at the school slated for improvement. The current principal was placed at South Division during the 2009-2010 academic year and will continue serving as the school leader who will implement the transformation efforts. Competencies should include: ability to build relationships amongst staff, the other three schools, and with the district office and community; to understand the intensity of the reform efforts, based on accountability measures and student data to measure improvement in student achievement; to build curriculum and instructional reform as an instructional leader and a change agent in the school; and to manage the environment of an urban high school.

The evaluation process as negotiated by the union will be followed in the decisions to make and sustain strategic staff replacements.

MPS Central Services has been involved in high school reform initiatives for the past five years. In particular, South Division, as a SIFI school, has focused on literacy and provided exemplary support to their students through the use of their Read 180 labs. To support South, the district developed the process as well as the criteria for the determination for the External Provider for 2010-2012 to support the needs and goals of the proposed intervention model.

All changes will be monitored and supported by district personnel as well as the vendor that has been selected to provide support to South Division. A district level administrator will convene bi-weekly meetings to support school level flexibility in budgeting, staffing and scheduling as well as the process and implementation of ensuring accountability for data-driven student outcomes.

District personnel in collaboration with the External Provider and the principal, will develop policies and procedures to determine the changes in operational practices at South Division. The optimal criteria for decision-making will be based on the necessity to ensure that there is consistency and continuity among all schools that working within a

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transformation model.

Talent Development (Johns Hopkins University) was chosen by South Division staff members. This vendor has demonstrated through the continuous use of data that they have the capacity to turn schools around provided that the conditions are conducive to full implementation of their supports with fidelity. Talent Development's research and experience have shown that when the following variables are evident, rapid turnaround can occur: (1) strategic staffing, (2) supportive scheduling, (3) on-target professional development for teachers and administrators, (4) engaging curriculum that holds all students to high standards, (5) student supports at the right scale and intensity and finally (6) a strong partner who can help create those conditions.

Talent Development is well into its second decade (launched in 1994) designed to improve school climate, instruction and ultimately student achievement. In the 2009-2010 year, Talent Development programs are working with more than 125 schools in 15 states and the District of Columbia.

Several telephone conversations have taken place with district staff to gauge first hand information from school/districts throughout the country that contracted with Talent Development to elevate student achievement. The overall consensus of the three, illuminated the capacity of Talent Development to show drastic improvement in attendance, proficiencies in math and reading based on the adopted statewide test, students being promoted to the next grade level and students who are on track to graduate just to name a few.

In summary, immediate changes for South Division will include double dosing for ninth grade students and extended learning for all. South Division will continue to provide GED-O2, credit recovery options, READ 180, the first year of PBIS and RtI implementation. Talent Development in collaboration with South Division's leadership team will implement the new reform activities. The new reform activities will focus on student achievement in the areas of mathematics and literacy, student attendance and staff attendance.

Vincent (Tier I)

Vincent High School, a Tier I school, is located at 7501 North Granville Road and sits on the northwest quarter of the 53224 zip code. 49% of the residences are rented versus the state average of 32% with 51% of the residences are owner-occupied. The area surrounding Vincent is comprised of 43% African Americans, 43% Caucasian and the other ethnicities are below 10%. The adjusted gross income for neighborhood is \$44,987 below the state average of \$47,735. This leads to a poverty level of 20% of the resident below the poverty line.

Since 2005, OJJDP, in cooperation with other Federal agencies and partners such as the Mapping and Analysis for Public Safety Program at the National Institute of Justice (also within the Department of Justice's Office of Justice Programs) and the International Association of Chiefs of Police, has been developing the Socioeconomic Mapping and Resource Topography (SMART) system. SMART is a Geographic Information System (GIS) and Web-based mapping application that illustrates (1) specific geographic areas of crime and delinquency, and (2) the nearby governmental and community resources that are available to prevent and control it. The system helps decision makers at Federal, State, and local levels target areas of greatest need and allocate resources accordingly (OJJDP)^{xvi}.

The SMART system utilizes the community disadvantage index (CDI) to summarize the general socio-economic conditions of an area. It is a combination of several measures and is therefore considered to be more reliable than a single indicator by itself. The community disadvantage index combines three weighted census tract measures: the percent of persons living below the federal poverty line, the percent of persons receiving public assistance, and the percent of families with minor children that are female-headed. CDI scores range from 0 to 10, where the number 10 indicates that the tracts are the most disadvantaged in the country and 0 indicates the least disadvantaged. For example, the number 9 indicates that the tract is more disadvantaged than 90% of other tracts in the country. The area surrounding Vincent has a score of 5.

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Another characteristic of the neighborhood is that 35% of adult residents are non high school graduates. The prospect for successful employment and career growth for young adults who have failed to complete high school is extremely distressing; the local and regional economy are driving toward requiring advanced skills and education. Recent labor market data compiled by the UW-Milwaukee Center for Employment and Training through its annual “Metro Milwaukee Employer Job Vacancy Survey” revealed and confirmed the challenges facing those who have failed to complete their high school education – nearly 80% of all full-time openings and 57% of all part-time openings require post secondary education and/or technical skill certification.

Based on Milwaukee Public Schools September 2009 Official School Enrollment Report, which is based on third Friday attendance, Vincent High School contains grade levels 9 – 12 with reported enrollment for the 2009-2010 school year of 1,358 students. The schools population comes from a number of different elementary and middle schools throughout the city so there is no individual school identified as a feeder school. Majority of the students take advantage of the city wide busing. 82% of the students qualify for free/reduced lunch which is an indicator of the number of children living in poverty. There are 22% students identified with special education needs and 1% English Language Learners.

The current administration has only been at the school for a brief period of time with the principal and four out of five Assistant Principal’s (AP) having been employed in the school for ½ year. One AP has been at Vincent High School for nine years. The Principal and one AP have their background in instruction leadership. The remaining AP’s have a strong knowledge base in the area of discipline.

School administrators are evaluated using the “Performance Evaluation Process for School Administrators Evaluation Feedback Form” that includes six competency areas. These areas include; shared vision for learning, instructional leadership, academic achievement, positive school learning environment, building management, and community relations. Administrators are evaluated by an administrative specialist from the Office of the Superintendent. School administrators without tenure are evaluated every year for the first five years of their principal ship. Those administrators with tenure receive their evaluation every other year unless deemed necessary. Administrators of “schools identified for improvement” (SIFI), receive an evaluation every year of their SIFI status regardless of tenure. School administrators receive three scheduled conferences; initial, interim, and summative. At these conferences, required evidence is collected and feedback is provided. A list is provided at the initial conference. Information from the school administrator is also collected at the interim and summative conferences. Visits are made to the school administrator throughout the school year. School Learning Team, Staff, Department and Committee meetings are attended by the administrative specialist to provide assistance and feedback to the school administrator. The administrative specialist reviews evidence by the principal and participates in walk-throughs of the building that result in written feedback to the principal.

A profile of the teaching staff indicates that 73 of the 75 grade level or subject level positions at Vincent are staffed by highly qualified teachers. The exception is two math teachers. 12 of the 75 members of the teaching staff have been at Vincent for sixteen years or more and about 1/3 of the teaching staff has 5 years or less in school. As a group, first-year teachers tend to be less effective than those with even a little more experience, and effectiveness tends to climb steeply for any given cohort of teachers until it begins to plateau after a few years. According to research by Haycock & Hanushek, disproportionate exposure to inexperienced teachers contributes to the achievement gap (Haycock & Hanushek, 2010)^{xvii}.

Teachers are evaluated every year for the first five years of their employment. After five years they are evaluated once every three years. Principals may evaluate a teacher any year provided labor contract procedures are followed. Within the district, tenure is granted to teachers with satisfactory performance at the end of six semesters.

The primary goal of the teacher evaluation process is to improve teacher performance, enhance professional growth, and promote student achievement. There are eleven expectations used to evaluate classroom teachers. These expectations are that every Milwaukee Public School teacher will:

- demonstrate knowledge of subject content, developmental levels, learning styles, and instructional strategies.
- plan in order to successfully engage every student.
- provide strong effective instruction.

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- establish high expectations for every student’s academic and social achievement and expects every student to become a problem solver, critical thinker, and productive member of society.
- demonstrate belief in the potential of students and projects a positive attitude about teacher and students.
- engage in classroom management techniques that provide an effective and efficient physical setting, maintain appropriate student behaviors, and maximize the use of instructional time.
- create a classroom climate that is nurturing and that fosters mutual respect, cooperation, and fairness.
- develop a variety of assessment activities to guide planning and future instruction; and accurately evaluates and documents student performance.
- communicate effectively with all students, parents, staff, and community members.
- help to ensure the overall successful operation of the school by collaborating with staff, parents, and community members, including agencies and businesses.
- grow professionally based on self-assessment, and input from a variety of sources such as peers, administrators, students, and parents.

The negotiated MPS Classroom Observation Tool is used by administrators to conduct teacher observations, to give teachers feedback and offer suggestions for improvement. In addition to classroom teachers, this evaluation process is also used with other teachers in the MTEA unit, such as literacy coaches, math lead teachers, math teacher leader, literacy specialists, diagnostic teachers, social workers, guidance counselors, itinerant teachers, and art/music/phy ed teachers and others. The MPS Classroom Observation Tool is aligned to the Wisconsin Standards for Teacher Development and Licensure.

For the purposes of this analysis teacher absenteeism is being defined as sick days and personal days. Days out for professional development are not included in this analysis. A two year overview was used and measured against the district average for that same time period. The result of that data analysis indicates the following:

Vincent High School				
Year	Total teachers/interns	Average absences	District average	Total instructional hours lost
08-09	82	16.00	13.52	7,927.60
09-10	87	15.29	12.45	8,147.80

A comprehensive school reform model has been implemented at Vincent for four years. Several improvement efforts have been put in place in recent years. A 90 minute block for reading has been implemented with two different reading programs to address the non-proficient readers. Read 180 addresses the needs of non-proficient regular education students. Wisconsin Success Highways is a career assessment program for students during their freshman year. It is a drop-out-prevention program that builds students’ resiliency skills so they have the motivation to stay in school and to reach life goals. Restorative justice is a *systemic* response to wrongdoing that emphasizes healing the wounds of victims, offenders, and communities. Restorative practices seek to build relationships so that students can focus on their school work and to keep all students as participating members of the learning community.

The following highlights various factors which have impeded the success of the implementation of the Small Learning Communities reform framework:

- Lack of implementation with fidelity
- Challenges from the MTEA on multiple program components
- Administrators:
 - Various degrees of engagement in the implementation of parts of the reform
 - Difficulty in seeing the reform as the operating framework of their school
 - Accepting, supporting and embracing all aspects of the reform
 - Assistant Principals focusing the majority of their time on building management as opposed to

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- implementing reform components
 - Administrative turn over
- SIF: School Improvement Facilitator
 - School Improvement Facilitator devoted various degrees of their time to non-reform administrative duties
 - Inconsistency of support for the reform initiative
 - SIF turn over
- Teachers:
 - Resistance to reform efforts amongst a portion of teachers
 - Lack of trained, certified, high performing math teachers and special education teachers
 - Lack of certified teachers in other curricular areas
 - High teacher turn over for low-performing schools
 - Reluctance to implement new instructional strategies by many teachers
- Students:
 - Student attendance remains a major challenge due to high rates of suspensions and other challenges
 - Student mobility is high at all schools.

The state of Wisconsin has required all school districts in the state to administer the Wisconsin Knowledge and Concepts Exam (WKCE) to all 10th graders. Improving student performance in all subject areas is important to the district. From 2008-2009 to 2009-2010 Vincent High school has shown a slight increase in the area of reading. There is a consistent trend in achievement scores with science scores being the lowest; followed by mathematics and language arts, and with the highest WKCE scores being in reading and social studies.

Based on the 2009-2010 WKCE reading subtest, 26% of all students were proficient/advanced, which is an increase of 3 percentage points from 2008-2009. The trend in reading across the demographic subgroups of students shows that there is a gap between all demographic groups with the largest achievement gap of 26 percentage points between African American (24%) students and Hispanic (50%) students. Only 5% of special education students scored proficient/advanced compared to 32% of non special education students, thus creating an achievement gap of 27 percentage points.

Based on the 2009-2010 WKCE mathematics subtest, only 11% of all tenth grade students were proficient/advanced in mathematics with a decrease of 5 percentage points from 16% of students scoring proficient/advanced in 2008-2009. The trend in mathematics across the demographic subgroups of students shows that the largest achievement gap of 35 percentage points is between African American students (8%) and Asian students (43%). The gap between student with special education needs and non special education needs is 11 percentage points, with a proficient/advanced percent of 3% and 14%, respectively.

Student mobility is the percentage of mobile students, new students received by a school during the school year, divided by its fall enrolment. About 15% of all MPS students change schools during the school year. The mobility rate for Vincent in 2008-2009 was 15%. The average daily attendance percentage for Vincent is 82% which is 2 percentage points above the district average high school attendance rate of 80%.

A key measure of high school performance is the percent of students graduating from high school. For the past five years, the high school graduation rate has been derived from the new statewide reporting system. The graduation rate is calculated by dividing the cumulative number of graduates by the sum of the number of graduates and dropouts over the four years. The state target is 80%. The districts 2008-2009 high school graduation rate was 71.6%. The graduation rate for Vincent High School is 77.6%, which is 6 percentage points higher than the district.

Characteristics

There are many characteristics of student demographics that should be taken into account when selecting a model and external partners/providers. External partners/providers must have had experience with high school and urban reform; working with schools in which there are a significant number of non-proficient students, high poverty and mobility rates and high percentages of students of color.

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For Vincent there is no identified enrollment area.

External partners/providers must have had experience working with diverse teachers and administrators as well as working with teachers of high mobility and lacking teacher certification. These partners/providers should have experience in working with staff in building relationships, motivating teachers and becoming change agents.

External providers/partners should have experience working with school districts entrenched in the status quo and to be able to work collaboratively with a strong union climate. Partners/providers should be able to work with administrators who have an engrained culture that they are the autonomous operators of their schools and who are not use to true collaboration.

The Transformation Model

The principal at Vincent High School was replaced within the last year for the purpose of transforming the school.

Milwaukee Public Schools has been involved in high school reform initiatives for the past five years in various high schools through out the district including Vincent. The district developed the process as well as the criteria for the determination for the External Provider for 2010-2012 to support the needs and goals of the Transformation Model.

A Regional Management Team of current district staff, familiar with the reform initiatives currently in place will ensure that the communication network between the external provider, central services, and the high schools will be strong and supportive. All changes will be monitored and supported by the newly created Management Team for the Transformation Zone high schools which includes Vincent. This team will work collaboratively with principals to support school level flexibility in budgeting, staffing and scheduling as well as the process and implementation of ensuring accountability for data-driven student outcomes.

Support staff is also needed to provide curriculum and instruction oversight, monitoring the new behavior management program, and interventions for overage students in need of credit-recovery. Included in the support staff are the Intervention Specialists, Literacy Coach, Math Teacher Leader and PBIS Coach.

In summary, Vincent High School has had a history of inadequate student achievement with limited gains noted over the past several years. In addition, Vincent High School was a part of reform effort that offered few visible returns. Care was taken in planning with Vincent High School to ensure that the reform model chosen (Transformation) would align with the school's charter and mission. Additionally, the vendor (Project Grad) was chosen because of the extensive needs assessment and work with the teaching staff to counter any possible resistance as a result of the previous reform effort. The current reform effort will continue the basic interventions and curricula offered at Vincent High School. The principal is new to the school and experienced with large scale change. Extended learning opportunities will be offered, as will an emphasis on graduation and post secondary experiences.

Washington High School of Law, Education and Public Service (L.E.A.P.) (Tier I)

Washington High School of Law Education and Public Service, a Tier I school, is located on the 1st and 2nd floor of the Washington High School Complex located at 2525 N. Sherman Boulevard formerly Washington High School. Washington High School has served as an important part of the Sherman Park Community. As a part of the Washington Complex they have built on the strengths of the existing strengths of Washington High School which includes a strong alumni association and a nurturing school community. Washington-L.E.A.P is in the 53210 zip code. This zip code has an average of 55% renters compared to a state average of 32%. The average gross income (AGI) \$28,138 in contrast to the state average of \$47,735. The household income is \$37,475 with the state average at \$52,094. In the 53210 zip code 27.1% of the residents live below the poverty line with 12.0% with income below the poverty line.

Since 2005, OJJDP, in cooperation with other Federal agencies and partners such as the Mapping and Analysis for

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Public Safety Program at the National Institute of Justice (also within the Department of Justice's Office of Justice Programs) and the International Association of Chiefs of Police, has been developing the Socioeconomic Mapping and Resource Topography (SMART) system. SMART is a Geographic Information System (GIS) and Web-based mapping application that illustrates (1) specific geographic areas of crime and delinquency, and (2) the nearby governmental and community resources that are available to prevent and control it. The system helps decision makers at Federal, State, and local levels target areas of greatest need and allocate resources accordingly (OJJDP)^{xviii}.

The SMART system utilizes the community disadvantage index (CDI) to summarize the general socio-economic conditions of an area. It is a combination of several measures and is therefore considered to be more reliable than a single indicator by itself. The community disadvantage index combines three weighted census tract measures: the percent of persons living below the federal poverty line, the percent of persons receiving public assistance, and the percent of families with minor children that are female-headed. CDI scores range from 0 to 10, where the number 10 indicates that the tracts are the most disadvantaged in the country and 0 indicates the least disadvantaged. For example, the number 9 indicates that the tract is more disadvantaged than 90% of other tracts in the country. The area surrounding Washington High School has a score of 8, indicating that it is more disadvantaged than 80% of the other census tract areas in the country.

Another characteristic of the neighborhood is that 23% of adult residents are non high school graduates. The prospect for successful employment and career growth for young adults who have failed to complete high school is extremely distressing; the local and regional economy are driving toward requiring advanced skills and education. Recent labor market data compiled by the UW-Milwaukee Center for Employment and Training through its annual "Metro Milwaukee Employer Job Vacancy Survey" revealed and confirmed the challenges facing those who have failed to complete their high school education – nearly 80% of all full-time openings and 57% of all part-time openings require post secondary education and/or technical skill certification.

Based on Milwaukee Public Schools September 2009 Official School Enrollment Report, which is based on third Friday attendance, Washington High School of Law, Education and Public Service contains grade levels 9 – 12 with a reported enrollment for the 2009-2010 school year of 248 students. The school's population comes from a number of different elementary and middle schools throughout the city so there is no individual school identified as a feeder school. The majority of the students take advantage of the citywide busing. Within the school 87% of the students qualify for free/reduced lunch which is an indicator of the number of children living in poverty. There are 35% of the students identified with special education needs.

The current lead teacher has been at Washington High School of Law, Education and Public Service for 2 years as the lead teacher and 3 years as the principal. The principal has background in a vision of learning that is shared by the community, instructional leaders, building management and positive school learning environment.

School administrators are evaluated using the "Performance Evaluation Process for School Administrators Evaluation Feedback Form" that includes six competency areas. These areas include; shared vision for learning, instructional leadership, academic achievement, positive school learning environment, building management, and community relations. Administrators are evaluated by an administrative specialist from the Office of the Superintendent. School administrators without tenure are evaluated every year for the first five years of their principalship. Those administrators with tenure receive their evaluation every other year unless deemed necessary. Administrators of "schools identified for improvement" (SIFI), receive an evaluation every year of their SIFI status regardless of tenure. School administrators receive three scheduled conferences; initial, interim, and summative. At these conferences, required evidence is collected and feedback is provided. A list is provided at the initial conference and information from the school administrator is collected at the interim and summative conferences. Visits are made to the school administrator throughout the school year. School learning team, staff, department, and committee meetings are attended by the administrative specialist to provide assistance and feedback to the school administrator. The administrative specialist reviews evidence by the principal and participates in walk-throughs of the building that result in written feedback to the principal.

A profile of the teaching staff indicates that 18 of the 18 positions at Washington L.E.A.P are covered by highly

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qualified teachers. All of the staff has been at the school for 5 years or less. As a group, first-year teachers tend to be less effective than those with even a little more experience, and effectiveness tends to climb steeply for any given cohort of teachers until it begins to plateau after a few years. According to research by Haycock and Hanushek, disproportionate exposure to inexperienced teachers contributes to the achievement gap (Haycock & Hanushek, 2010^{xix}).

Teachers are evaluated every year for the first five years of their employment. After five years they are evaluated once every three years. Principals may evaluate a teacher any year provided labor contract procedures are followed. Within the district, tenure is granted to teachers with satisfactory performance at the end of six semesters.

The primary goal of the teacher evaluation process is to improve teacher performance, enhance professional growth, and promote student achievement. There are eleven expectations used to evaluate classroom teachers. These expectations are that every Milwaukee Public School teacher will:

- demonstrate knowledge of subject content, developmental levels, learning styles, and instructional strategies.
- plan in order to successfully engage every student.
- provide strong effective instruction.
- establish high expectations for every student’s academic and social achievement and expects every student to become a problem solver, critical thinker, and productive member of society.
- demonstrate belief in the potential of students and projects a positive attitude about teacher and students.
- engage in classroom management techniques that provide an effective and efficient physical setting, maintain appropriate student behaviors, and maximize the use of instructional time.
- create a classroom climate that is nurturing and that fosters mutual respect, cooperation, and fairness.
- develop a variety of assessment activities to guide planning and future instruction; and accurately evaluates and documents student performance.
- communicate effectively with all students, parents, staff, and community members.
- help to ensure the overall successful operation of the school by collaborating with staff, parents, and community members, including agencies and businesses.
- grow professionally based on self-assessment, and input from a variety of sources such as peers, administrators, students, and parents.

The negotiated MPS Classroom Observation Tool is used by administrators to conduct teacher observations, to give teachers feedback and offer suggestions for improvement. In addition to classroom teachers, this evaluation process is also used with other teachers in the MTEA unit, such as literacy coaches, math lead teachers, math teacher leader, literacy specialists, diagnostic teachers, social workers, guidance counselors, itinerant teachers, and art/music/phy ed teachers and others. The MPS Classroom Observation Tool is aligned to the Wisconsin Standards for Teacher Development and Licensure.

For the purposes of this analysis teacher absenteeism is being defined as sick days and personal days. Days out for professional development are not included in this analysis. A two year overview was used and measured against the district average for that same time period. The result of that data analysis indicates the following:

Washington (L.E.A.P.S.) High School				
Year	Total teachers/interns	Average absences	District average	Total instructional hours lost
08-09	15	11.27	13.52	1,052.20
09-10	16	12.38	12.45	1,072.80

Washington High School of Law, Education and Public Service emerged from the small school reform movement. They have made reform and improvement efforts recent years. They have implemented two 90 minute block reading programs to address non-proficient readers. The Read 180 program addresses the needs of non-proficient regular

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education students and has 31 students enrolled at the present time. The school has implemented a block schedule in an effort to address some academic deficiencies.

The largest impediment to the success of all of these efforts is the low student attendance. Historically, Washington High School of Law and Public Service has had a low student attendance rate and this year is no exception. Because students are not attending on a regular basis it is difficult to see any positive growth around the reform efforts that have been put in place.

The state of Wisconsin has required all school districts in the state to administer the WKCE to all 10th graders. Improving student performance in all subject areas is important to the district. Washington L.E.A.P has remained about the same in achievement in reading over the last 3 years however they have declined in language arts from 19.4% proficient or advanced in the 2007-2008 school year to only 8.7% proficient or advanced in 2009-2010 school year. Social studies also showed a significant decline from 30.6% proficient or advanced to 11.6% in the same time period. Comparing the 2007-2008 school year to the 2009-2010 school year, mathematics scores rose slightly from 8.3% to 11.6% proficient or advanced. Science scores also rose slightly during that time period from 13.9% to 17.4% proficient or advanced.

The main ethnic subgroup at Washington L.E.A.P. is African American. Too few students were tested in other ethnic subgroups to make a comparison. African American students had only 21.9% proficient or advanced on the WKCE reading subtest compared to students with special education needs at 27.3% proficient or advanced. In mathematics the students with special education needs (13.6%) outperformed the African American subgroup (10.9%). Overall achievement is low across the school.

Student mobility is the percentage of mobile students, new students received by a school during the school year, divided by its fall enrollment. The mobility rate for Washington L.E.A.P in 2008-2009 was 24%, which is 9 percentage points higher than the district average of 15%. The average daily attendance percentage is 69% which is 11 percentage points below the district average high school attendance rate of 80%.

A key measure of high school performance is the percent of students graduating from high school. For the past five years, the high school graduation rate has been derived from the new statewide reporting system. The graduation rate is calculated by dividing the cumulative number of graduates by the sum of the number of graduates and dropouts over the four years. The state target is 80%. The district's 2008-2009 high school graduation rate was 71.6%. The graduation rate for Washington L.E.A.P. is 64.4% which is 7.2 percentage points below the district average, and 15.6 percentage points below the state average.

Washington L.E.A.P.S. High School is listed as one of the lowest performing schools in the state. The decision to apply the closure model was made as a result of their low academic performance and continuous decline in enrollment. The decision was accepted by the Superintendent and approved by the Milwaukee Board of School Directors.

W.E.B. DuBois High School (DuBois) (Tier I)

W.E.B. DuBois, a Tier I school, is an instrumentality charter school housed in the Marshall High School Complex located at 4141 N 64th Street. The school is located in the 53216 zip code. This zip code has an average of 46% renters compared to a state average of 32%. The average gross income (AGI) is \$30,323 in contrast to a state average of \$47,735. The household income is \$37,227 with the state average at \$52,094. 21.2% of the residents in the 53216 zip code are below the poverty line with 10.6 % below the 50% poverty line. (www.city-data.com)

Since 2005, OJJDP, in cooperation with other Federal agencies and partners such as the Mapping and Analysis for Public Safety Program at the National Institute of Justice (also within the Department of Justice's Office of Justice Programs) and the International Association of Chiefs of Police, has been developing the Socioeconomic Mapping and Resource Topography (SMART) system. SMART is a Geographic Information System (GIS) and Web-based mapping application that illustrates (1) specific geographic areas of crime and delinquency, and (2) the nearby governmental and

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community resources that are available to prevent and control it. The system helps decision makers at Federal, State, and local levels target areas of greatest need and allocate resources accordingly (OJJDP)^{xx}.

The SMART system utilizes the community disadvantage index (CDI) to summarize the general socio-economic conditions of an area. It is a combination of several measures and is therefore considered to be more reliable than a single indicator by itself. The community disadvantage index combines three weighted census tract measures: the percent of persons living below the federal poverty line, the percent of persons receiving public assistance, and the percent of families with minor children that are female-headed. CDI scores range from 0 to 10, where the number 10 indicates that the census tract areas that are the most disadvantaged in the country and 0 indicates the least disadvantaged. For example, the number 9 indicates that the tract is more disadvantaged than 90% of other tracts in the country. The area surrounding DuBois has a score of 7, indicating that it is more disadvantaged than 70% of the census tract areas in the country.

Another characteristic of the neighborhood is that 23% of adult residents are non high school graduates as opposed to 8% in Milwaukee. The prospect for successful employment and career growth for young adults who have failed to complete high school is extremely distressing; the local and regional economy are driving toward requiring advanced skills and education. Recent labor market data compiled by the UW-Milwaukee Center for Employment and Training through its annual “Metro Milwaukee Employer Job Vacancy Survey” revealed and confirmed the challenges facing those who have failed to complete their high school education – nearly 80% of all full-time openings and 57% of all part-time openings require post secondary education and/or technical skill certification.

The September 2009, third-Friday enrollment count for W.E.B. DuBois High School High School was 328 students. Twenty-three percent (23%) were students with special education needs. Within the school 86% of the students qualify for free/reduced lunch which is an indicator of the number of children living in poverty. The schools student population comes from a number of different schools. Because of the wide range of schools represented it is difficult to identify any individual schools that could be considered a feeder. Currently 221 of the 328 enrolled students are bussed. They are bussed from the Washington, Custer, Madison, South Division, Riverside and North attendance zones.

The Assistant Principal in Charge has been at DuBois for 1 year. The principal has background knowledge in the areas of:

- Providing a vision of learning that is shared by the community
- Providing instructional leadership
- Overseeing building management
- Creating a positive school learning environment

School administrators are evaluated using the “Performance Evaluation Process for School Administrators Evaluation Feedback Form” that includes six competency areas. These areas include; shared vision for learning, instructional leadership, academic achievement, positive school learning environment, building management, and community relations. Administrators are evaluated by an administrative specialist from the Office of the Superintendent. School administrators without tenure are evaluated every year for the first five years of their principalship. Those administrators with tenure receive their evaluation every other year unless deemed necessary. Administrators of “schools identified for improvement” (SIFI), receive an evaluation every year of their SIFI status regardless of tenure. School administrators receive three scheduled conferences; initial, interim, and summative. At these conferences, required evidence is collected and feedback is provided. A list is provided at the initial conference and information from the school administrator is collected at the interim and summative conferences. Visits are made to the school administrator throughout the school year. School learning team, staff, department, and committee meetings are attended by the administrative specialist to provide assistance and feedback to the school administrator. The administrative specialist reviews evidence by the principal and participates in walk-throughs of the building that result in written feedback to the principal.

A profile of the teaching staff indicates that 18 of the 18 positions at DuBois are covered by highly qualified teachers. All of the staff has been at the school for 5 years or less.

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Teachers are evaluated every year for the first five years of their employment. After five years they are evaluated once every three years. Principals may evaluate a teacher any year provided labor contract procedures are followed. Within the district, tenure is granted to teachers with satisfactory performance at the end of six semesters.

The primary goal of the teacher evaluation process is to improve teacher performance, enhance professional growth, and promote student achievement. There are eleven expectations used to evaluate classroom teachers. These expectations are that every Milwaukee Public School teacher will:

- demonstrate knowledge of subject content, developmental levels, learning styles, and instructional strategies.
- plan in order to successfully engage every student.
- provide strong effective instruction.
- establish high expectations for every student's academic and social achievement and expects every student to become a problem solver, critical thinker, and productive member of society.
- demonstrate belief in the potential of students and projects a positive attitude about teacher and students.
- engage in classroom management techniques that provide an effective and efficient physical setting, maintain appropriate student behaviors, and maximize the use of instructional time.
- create a classroom climate that is nurturing and that fosters mutual respect, cooperation, and fairness.
- develop a variety of assessment activities to guide planning and future instruction; and accurately evaluates and documents student performance.
- communicate effectively with all students, parents, staff, and community members.
- help to ensure the overall successful operation of the school by collaborating with staff, parents, and community members, including agencies and businesses.
- grow professionally based on self-assessment, and input from a variety of sources such as peers, administrators, students, and parents.

The negotiated MPS Classroom Observation Tool is used by administrators to conduct teacher observations, to give teachers feedback and offer suggestions for improvement. In addition to classroom teachers, this evaluation process is also used with other teachers in the MTEA unit, such as literacy coaches, math lead teachers, math teacher leader, literacy specialists, diagnostic teachers, social workers, guidance counselors, itinerant teachers, and art/music/phy ed teachers and others. The MPS Classroom Observation Tool is aligned to the Wisconsin Standards for Teacher Development and Licensure.

For the purposes of this analysis teacher absenteeism is being defined as sick days and personal days. Days out for professional development are not included in this analysis. A two year overview was used and measured against the district average for that same time period. The result of that data analysis indicates the following:

W.E.B. DuBois High School				
Year	Total teachers/interns	Average absences	District average	Total instructional hours lost
08-09	13	12.69	13.52	964.90
09-10	17	16.41	12.45	1,611.30

W.E. B. DuBois emerged from the small school and charter school reform movement. They have made reform and improvement efforts recent years. They have implemented two 90 minute block reading programs to address non-proficient readers. The Read 180 program addresses the needs of non-proficient regular education students and had 26 students enrolled at the close of the school year. The school has implemented a block schedule in an effort to address some academic deficiencies.

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W.E.B. DuBois is an instrumentality charter school. The success of the DuBois high school is impeded by low student attendance and achievement. Because students are not attending on a regular basis it is difficult to see any positive growth around the reform efforts that have been put in place. The charter school review team conducted a review of the DuBois contract compliance. The team concluded that the school failed to make sufficient progress toward attaining the educational goal established in the contract.

Student mobility is the percentage of mobile students, new students received by a school during the school year, divided by its fall enrollment. The average daily attendance percentage was 71% which is 9 percentage points lower than the district average high school attendance rate of 80%. During the 2008-2009 school year, DuBois experienced a mobility rate of 21% and a stability rate of 56%.

A key measure of high school performance is the percent of students graduating from high school. For the past five years, the high school graduation rate has been derived from the new statewide reporting system. The graduation rate is calculated by dividing the cumulative number of graduates by the sum of the number of graduates and dropouts over the four years. The state target is 80%. The districts 2008-2009 high school graduation rate was 71.6%. The 2008-09 graduation rate for DuBois was 88.4%.

The state of Wisconsin has required all school districts in the state to administer the WKCE to all 10th graders. Improving student performance in all subject areas is important to the district. DuBois has shown a decline or remained level in all subjects from 2007-2008 to 2009-2010. The overall scores in all areas are far below the district and state averages.

According to the 2009-2010 reading subtest of the WKCE, only 18.2% of all tenth grade students were proficient or advanced at DuBois. There was a 4.3 percentage point decrease in the number of students proficient or advanced in reading from 2007-2008 to 2009-2010. The school's enrollment is predominately African American so comparison among ethnic subgroups within the school is not applicable. Only 4% of students with special education needs are proficient or advanced in reading and only 17.8% of African Americans are proficient or advanced in reading.

According to 2009-2010 WKCE mathematics subtest only 7.8% of all tenth grade students scored proficient/advanced. There was a 1.1 percentage point increase from 2007-2008 and 2009-2010 Only 6.8% of African American students are proficient or advanced on the mathematics subtest and 0% of the students with special education needs are proficient or advanced in mathematics.

The Superintendent has reviewed the contract review checklist and recommendation of the Contract Review Team and has concluded that he does not concur with the recommendation for contract renewal for the following reasons:

- a. the school violated its contract because it has not fully implemented the educational program outlined in Appendix A, which is ground 2 for termination;
- b. pupils enrolled at W.E.B. DuBois High School have failed to make sufficient progress toward attaining the educational goals under sec. 118.01, Stats., or the academic performance criteria established by the Board, which is ground 3 for termination as stated in the contract;
- c. the school failed to comply with all of the requirements of the Individuals with Disabilities in Education Act (IDEA). W.E.B. DuBois did not meet the federally and state-mandated requirement of 95% compliance on the Continuous Improvement Focused Monitoring Assessment (CIFM), which is ground 4 for termination; and
- d. the school failed to comply with the financial standards outlined in the contract, which is evidenced in the materially non-compliant audit findings, which is ground 4 for termination.

The decision was approved by the Milwaukee Board of School Directors.

(Appendix, Needs Assessment Reports)

VIII. CAPACITY

If the LEA is not applying to serve each Tier I school, explain why it lacks capacity to serve each Tier I school.

N/A

IX. LEA PLANS FOR IMPLEMENTATION

For each Tier I and Tier II school, describe the actions the LEA has taken, or will take, to—

The current proposal is a result of a comprehensive collaborative decision making effort. Twelve Milwaukee Public Schools (MPS) were identified as persistently low performing Tier I or Tier II schools in February 2010. The current SIG proposal will support 11 of 12 Tier I and Tier II schools. An additional 35 schools are identified as Tier III schools to be open during the 2010-2011 school year. In February and March the district informed principals of each of the Tier I and Tier II schools of their school's status, as this information was made available. Simultaneously, in a similar effort to improve the overall effectiveness and efficiency of MPS schools, the Milwaukee Board of School Directors recommended closure of three of the Tier I and II schools prior to the school's identification as persistently low performing schools.

The district completed a comprehensive needs assessment of each Tier I and Tier II school. Additionally, district staff worked collaboratively with school administration, school staff, the Department of Public Instruction and the Milwaukee Teacher Education Association (MTEA) to develop this proposal. Ongoing mechanisms for continuing communication and accountability have been established to continue collaborative efforts with schools, community stakeholders and the district. While the process varies for each school, overall accountability for results will be provided through district structures.

All MPS schools are divided into 8 regions (formally SOS Clusters). Five of the eight regions are organized geographically in our city. Two regions serve MPS charter schools. The Charter Region services MPS instrumentality charter schools. The Diversified Region services MPS non-instrumentality charter, partnership and contracted sites. Each region has an administrative team consisting of a Regional Executive Specialist, DIFI Supervisor(s) and Special Education Leadership Liaison(s). The Regional Executive Specialist advises, directs, monitors, supports, evaluates and holds school level leaders and self, accountable for a strong, safe, effective and efficient educational program in each of the Milwaukee Public Schools. The Regional Executive Specialist leads the Regional Core Team and Extended Support Team in their service to schools and staff and assures compliance with all legislative and court mandates. The DIFI Supervisor is charged with monitoring corrective action requirements, ensuring SIG compliance and orchestrating support from extended teams for the schools. The Special Education Leadership Liaison is charged with monitoring special education requirements, supporting the instruction of special education students and related professional development for staff.

Recognizing the need for streamlined mechanisms of support and accountability for the Tier I and Tier II high schools in this grant, the district created one region, the Metro Region to service the nine high schools implementing SIG reform efforts. Vincent High School (Tier I), Bay View High School (Tier II), Bradley Tech (Tier II), James Madison Campus (Tier II) and South Division High School (Tier II) are implementing the Transformation Model. Two Tier III schools, Pulaski High School and Washington High School are implementing similar transformation reform efforts. The two schools implementing the restart model, Custer and Milwaukee African American Immersion school are also placed in the Metro Region. There are nine schools in the Metro Region in comparison to 23 to 30 schools in the other seven regions. It is felt that this structure will provide the focused support the schools need.

In order for the district to fulfill the mandates of the required models in the grant, a Memorandum of Understanding (MOU) with the teachers bargaining unit is required. The five attached MOU's are the result of multiple collaborative sessions with District and MTEA leadership (Appendix D). The MOU's are designed to provide a mechanism for district-wide development of a performance evaluation system focused on teacher accountability for student gains, assure that teachers in each of the transformation model schools receive needed professional development to implement the change activities and streamline teacher entrance and exit procedures to ensure that the teachers are not only highly qualified, but are the appropriate fit for the school and its particular reform effort. Specifically, the MOU's cover:

- 1) Joint committee for teacher evaluation: Establishes a mechanism for the creation of a district wide performance evaluation system which incorporates student growth with adequate support for teachers to be successful.
- 2) Professional Development and Planning: Allows for mandated professional development before the school year begins, during the school year and at the close of the school year.
- 3) Joint committee for recruiting, placing and retaining teachers: Establishes a committee to provide recommendation of eliminating or modifying the policies and constraints on recruiting, placing and retaining teachers.

IX. LEA PLANS FOR IMPLEMENTATION

- 4) Block schedule schools: Delineates implementation for staff teaching in SIG schools with 4X4 or A/B day block schedules.
- 5) Non-retention of teachers: Specifies procedures for non-retention of teachers that are not demonstrating ongoing efforts toward successful implementation of the school's reform framework.

The district determined it has the capacity to serve all Tier I, II and III schools. Several Requests For Proposals (RFP's) from vendors, CMO's or EMO's will be undertaken as a part of the School Improvement Grant process to provide specific support for several of the schools and enhance current district efforts to support these schools. Vendor efforts will be closely aligned with district efforts to avoid any duplication or cross information provided to schools.

The analysis of school needs resulted in the decision to serve all five of the Tier I schools, six of the seven Tier II schools and 35 Tier III schools. Multiple models are proposed for the various schools. Several common threads are interwoven in the plans of the schools using the Transformation Model and Restart Model. All schools will receive increased oversight and mechanisms for accountability will be increased through the Regional administrative teams. Additional support for students transitioning into high school, an emphasis on skill building, as well as extended learning opportunities are wrapped around students, especially 9th and 10th graders in each plan. An emphasis on staff professional development in areas of data-driven decision-making and high yield instructional strategies undergird reform at all Tier I and Tier II schools. Tier III schools will receive multiple interventions aimed at dramatically improving student achievement under a Response to Intervention framework.

A synopsis of the preliminary planning and each of the models to be used with Tier I and Tier II schools are as follows:

Restart Model

Custer High School:

A planning team has been established to ensure requirements of the restart model are followed. The Restart Model will provide Custer with the structure for significant change that is needed both at the school and within the community surrounding the school. A RFP for an EMO or CMO to establish a trade and technology high school, open to students 2011/2012.

- i. Design and implement interventions consistent with the final requirements;

The Restart Model will be used for Custer High School. After several meetings with staff, community, parents, administration and collaboration with the President, Milwaukee Board of School Directors, incoming Superintendent, and present Superintendent it was determined to use the Restart Model for Custer. Custer has a history of poor student achievement with limited gains. A recent reform effort demonstrated minimal impact on student achievement. The Board of School Directors, at the May, 2010 regular board meeting approved the restart model for Custer (Appendix B). The restart model will allow the school to reformulate its mission and dramatically improve the educational opportunities for students in this impoverished area of the community. The Board approved a restart that would involve trade and technical education. The new school will phase in both middle and high school students, providing a much needed high quality secondary school for the area. Because of Custer's history of low achievement the school was targeted for closure. Since there is a great need for services to 6th – 12th grade students in the area, the Board determined to use the restart model with a targeted trade and technical school approach.

- ii. Recruit, screen, and select external providers, if applicable, to ensure their quality;

A transition team is being established to ensure requirements of the restart model are followed. The MPS RFP process will be used to solicit vendors for planning and implementation of the trade and technical school. The transition team will consist of region administrators, school leaders, community participants, parents, and representatives from trade groups to ensure a rigorous review process.

- iii. Align other resources with the interventions;

The regional administrative team will manage district resources. School improvement grant funds will supply initial restart support, however, Board and district resources will be required for ongoing implementation and

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sustainability. The Regional Executive Specialists, the SELL and the DIFI supervisor will work jointly with the transition team and school leadership to ensure all efforts (restart and district) are aligned.

iv. Align other resources with the interventions;

The schools GED-O2 program, RtI, and PBIS will be used during the first year to support the transition to restart. In 2011, it is anticipated that most MPS supports will be discontinued in order to provide the flexibility and focus needed for the trade and technical school approach. The basic tenets and outcomes required by Charter School law, corrective action, special education law and DPI requirements will continue to be supported in the new school.

v. Modify its practices or policies, if necessary, to enable its schools to implement the interventions with fidelity; a

MPS will contract with a community facilitator to build partnerships with the community in rebuilding the schools image. There will be collaboration with businesses to support the tech and trade focus. There will be a rigorous RFP process completed in conjunction with MPS administration and the community partnership. The goal of the RFP process will be to select a high quality vendor to monitor the structure of the new program. Included in the vendor contract will be targeted goals that need to be reached. A guidance counselor will ensure implementation of the new curriculum and work closely with the school's programmer.

vi. Sustain the reforms after the funding period ends.

The Charter school as a result of the restart will continue to be managed through the CMO or EMO and be funded primarily through Board funds.

Milwaukee African American Immersion High School:

i. Design and implement interventions consistent with the final requirements;

The Restart Model will be used for Milwaukee African American Immersion High School. Community stakeholders, staff, parents and district are actively involved in the development of the restart – North Division Complex. A transition team has been formed to ensure requirements of the School Improvement Grant are adhered to. The Restart Model will help formalize community and school efforts that have been in place for the last year to start a new comprehensive high school in the North Division Complex, the building where Milwaukee African American Immersion School is the primary school.

MAAI has a history of poor student achievement with limited gains. The North Division Advisory Council in conjunction with community partners has been working on a new mission and vision for the North Division Campus prior to the SIG grant. The restart model aligns with the new vision for both the school and community. The Board of School Directors, at the February, 2010 regular board meeting reviewed the restart plans for the North Division campus (Appendix E). The restart model will allow the school to reformulate its' mission and dramatically improve the educational opportunities for students in this impoverished area of the community.

ii. Recruit, screen, and select external providers, if applicable, to ensure their quality;

A transition team is being established to ensure requirements of the restart model are followed. The MPS RFP process will be used to solicit vendors for planning and implementation of the North Division campus school. The transition team will consist of region administrators, school leaders, community participants, and foundations to ensure a rigorous review process. The RFP was posted on Thursday, June 24, 2010 (Appendix F).

iii. Align other resources with the interventions;

The regional administrative team will manage district resources. School improvement grant funds will supply initial restart support, however, Board and district resources will be required for the ongoing implementation and sustainability. The regional executive specialists, the SELL and the DIFI supervisor will work jointly with the transition team and school leadership to ensure all efforts (restart and district) are aligned.

iv. Align other resources with the interventions;

The school's RtI, PBIS and READ 180 programs will be used during the first year to support the transition to

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restart. In 2011, it is anticipated that most MPS supports will be discontinued in order to provide the flexibility and focus needed for the reform effort. The basic tenets and outcomes required by Charter School law, corrective action, special education law and DPI requirements will continue to be supported in the new school.

- v. Modify its practices or policies, if necessary, to enable its schools to implement the interventions with fidelity;

MPS will contract with a community facilitator to build partnerships with the community in rebuilding the schools image. There will be collaboration with businesses to support the reform efforts. There will be a rigorous RFP process completed in conjunction with MPS administration and the community partnership. The goal of the RFP process will be to select a high quality vendor to monitor the structure of the new program. Included in the vendor contract will be targeted goals that need to be reached.

- vi. Sustain the reforms after the funding period ends.

The Charter school as a result of the restart will continue to be managed through the CMO or EMO and be funded primarily through Board funds.

Transformation Model

Bay View High School: The Transformation Model will be used for Bay View High School. It was determined that this model is consistent with ongoing reform efforts at the school and will provide the structure necessary to create dramatic improvement in student achievement. The district team directing School Improvement Grant efforts has worked collaboratively with the school leadership team. A staff overview was provided. The school participated in a RFP process and Cambium was selected based on a review process. As a Tier II school, Bay View had a recent history of limited growth in academic achievement. The small gains and pockets of success will be capitalized upon through Cambium's technical support and continuation of initial reform efforts. During the time of this grant Bay View will also phase in sixth, seventh and eighth grade students from Fritsche Middle School. This transition is directed by the Milwaukee Board of School Directors (refer to attached Board item, Appendix G) and will allow for a comprehensive secondary school to service the Bay View community. The transition will begin in 2010-2011 at which time Fritsche will relocate in the Bay View building, but remain a separate school with separate administration. During the 2011-2012 school year, the transition into a comprehensive high school will begin. Although SIG supports will remain targeted at the high school, continuation of Tier III SIG supports now provided to Fritsche Middle School will be integrated into the overall SIG plan along with transition activities designed to support staff and students.

James Madison Academic Campus (JMAC): The Transformation Model will be used for James Madison Academic Campus (JMAC). It was determined that this school needed a directive approach to school reform. In addition to the mandates of charter contract stipulations, the school will be under the supervision of a district management team. An RFP was posted (Appendix H), proposals from qualified professional firms to provide a transformation framework at the school were reviewed and the district is in the process of developing a contract with the vendor Project Grad. Project Grad will provide the extended learning opportunities needed through double dosing at the ninth grade level, and simultaneously work aggressively with upper classmen to increase the number of students successfully entering and completing post secondary options. It was determined that the professional development and services provided through an outside vendor coupled with direction from the district's regional management team will serve as the impetus for dramatic improvement in student achievement and lay the groundwork for sustainability.

Lynde and Harry Bradley Technology and Trade High School: The Transformation Model will be used for Lynde and Harry Bradley Technology and Trade High School. It was determined that this school needed a directive approach to school reform. The school will be under the supervision of a district's regional management team. A RFP was posted (Appendix H), proposals from qualified professional firms to provide a transformation framework at the school were reviewed and the district is in the process of drafting a contract with the vendor Cambium. The vendor selected for this school needed to be flexible enough to provide direct support, while at the same time encouraging the work around trades and technology. It was determined that the professional development and services provided through an outside vendor coupled with the direction from the central management team will serve as the impetus for dramatic improvement in student achievement and lay the groundwork for sustainability.

South Division High School: The Transformation Model will be used for South Division. The district team directing

IX. LEA PLANS FOR IMPLEMENTATION

School Improvement Grant efforts has worked collaboratively with the school leadership team. A staff overview was provided. The school participated in a RFP process and selected a vendor. The district procurement office is currently working on a contract with John Hopkins Talent Development. The vendor will supply the framework, some staff support and professional development for South Division High School. The regional management team will work with the vendor to provide oversight for the reform efforts and work to build sustainability of these efforts at South Division.

Vincent High School: The Transformation Model will be used for Vincent High School. It was determined that this school needed a directive approach to school reform. School leadership has been involved in the planning. Staff received an overview. The school will be under the supervision of a district management team. An RFP was posted (Appendix H), proposals from qualified professional firms to provide a transformation framework at the school were reviewed and the district is in the process of developing a contract with the vendor Project Grad. Project Grad will provide the extended learning opportunities needed through double dosing at the ninth grade level, and simultaneously working aggressively with upper classmen to increase the number of students successfully entering and completing post secondary options. It was determined that the professional development and services provided through an outside vendor coupled with the direction of the regional management team will serve as the impetus for dramatic improvement in student achievement and lay the groundwork for sustainability.

Closure Model

W.E.B. DuBois High School: The Closure Model will be used for W.E.B. DuBois High School. December, 2009 the Milwaukee Board of School Directors recommended W.E.B. DuBois High School close at the end of the 2009-2010 school year (Appendix I). The contract will expire at that time. The recommendation was based in part on low academic attainment and lack of capacity to fulfill charter contract mandates.

Washington High School of Law, Education and Public Service: The Closure Model will be used for Washington High School of Law, Education and Public Service. In April, 2010 the Milwaukee Board of School Directors approved the closure of Washington High School of Law, Education and Public Service and subsequent merger with Washington High School of Expeditionary Learning and Outward Bound and change the name to the previous name, Washington High School, effective June, 2010 (Appendix J).

Downtown Institute of Arts and Letters: The Closure Model will be used for the Downtown Institute of Arts and Letters. Several meetings were held with staff and interested Downtown Institute of Arts and Letters community members. At the May, 2010 regular board meeting, the Milwaukee Board of School Directors approved the closure of Downtown Institute of Arts and Letters and subsequent merger of staff and students with Milwaukee Education Center. The Milwaukee Education Center will be a sixth through twelve school for the 2010-2011 school year (Appendix K).

Foster and Williams School of the Visual Arts and Communications: The Closure Model will be used for Foster and Williams School of the Visual Arts and Communication. December, 2009 the Milwaukee Board of School Directors approved the termination of the school's charter school contract with school closure at the end of the 2009-2010 school year (Appendix L).

Option to Not Serve

Milwaukee Montessori IB High School: The district has elected not to serve Milwaukee Montessori IB High School under the School Improvement Grant. After multiple consultations with the school, staff, parents, school community and the Department of Public Instruction it was determined that the school has the potential to make dramatic change within the current charter requiring a Montessori and International Baccalaureate framework. Each of the four reform models would require significant departure from the school's current charter framework.

District planning teams have been established for each tier and additional groups have been established to provide school improvement model support.

- The "Metro Region" consists of one Tier I (Vincent), two Tier II (Bradley Tech and James Madison Academic Campus) and two Tier III (Washington and Pulaski) schools with oversight by an interim management team. The interim management team is led by an administrative specialist, DIFI supervisor and a special education leadership liaison.

IX. LEA PLANS FOR IMPLEMENTATION

A communication plan will be developed as a part of the implementation. MPS and the MTEA meet regularly around issues related to the School Improvement Grant. A monthly forum for updates to various constituents will take place starting in May, 2010.

- i. Recruit, screen, and select external providers, if applicable, to ensure their quality;

MPS will follow the procurement policies in contracting for services from external providers. Three request for proposal (RFP) processes have been issued for this proposal (Appendix H). Vendors for the “Metro Region”, South Division High School and the North Division restart model are needed for implementation of the models. In addition, an RFP process will take place for the restart model at Custer.

An RFP was posted to service schools that selected the transformation model on April 12, 2010. Proposals were reviewed, a vendor was selected and the contract is being developed for the Talent Development model selected for implementation at South Division (Appendix H).

A draft of the RFP for the restart model has been submitted to the community based organization providing technical assistance for input. The RFP will be posted for three weeks. A national team of experts in the field will review submitted applications against a pre-determined rubric designed to assess the ability of the vendors to provide rapid turn around in student achievement, attendance and parental involvement in a large urban setting (Appendix H). The three final applicants will then be reviewed by a community based panel to determine the final provider that will best meet the needs of the students and families in the surrounding neighborhood.

- ii. Align other resources with the interventions;

The district has created an implementation team consisting of key staff from the DIFI team, finance, strategic planning and grant development and senior management to monitor and provide technical support to schools for implementation. In addition a “Metro Region” management team will be formed to manage administrative and fiscal operations for the schools within the region.

Each school uses School Improvement Grant support to build on previous initiatives to dramatically improve student achievement. District initiatives such as RTI, Freshmen Connection, the parent governance board attendance initiative, the Comprehensive Literacy Plan and Positive Behavioral Interventions and Supports (PBIS) will be integrated into the implementation.

Community based organizations in collaboration with MPS are prepared to provide technical and financial support to enhance the implementation of intervention strategies. Parent outreach and support are an integral part of every plan.

There are two common themes that are embedded in the plans for the schools selecting the transformation model:

1. Intense support and extended learning opportunities will be provided for ninth and tenth graders to ensure rapid gains in achievement and future successful graduation for students at each of the nine schools.
2. A comprehensive professional development plan that is mandated for staff at each of the nine schools will result in improved instruction and substantial achievement gains by students.

IX. LEA PLANS FOR IMPLEMENTATION

- iii. Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively; and
- Contractual agreements made with selected vendors will be consistent with district practices and policies. MOU's will be developed as necessary to meet the specific requirements of the federal models adopted by the schools. Principal evaluation, hiring practices, oversight of school budget, monthly operational flexibility meeting, increased accountability, 2nd Tuesday of the month meeting.
 - MPS has augmented recruitment and placement of highly qualified teachers in traditionally hard to place sites, including Tier I and Tier II schools. To address this concern, MPS is working with local universities and more typically partnerships with programs like The Teaching Fellows (New Teacher Project), Teach for America, and MTEC. Teachers must be in a program. MPS actively monitors the programs and terminates programs where necessary.
 - During the 2010-2011 school year, teacher quality will be added to the leader dashboard. School leaders will have up to date teacher certification information on each educator assigned to their school.
 - MPS does not anticipate having any unfilled vacancies in Tier I or Tier II schools. Schools will receive priority with respect to the assignment of emergency licensed teachers.
- iv. Sustain the reforms after the funding period ends.

In all schools, year 3 plans address sustainability. A needs assessment will be conducted in each of the Tier I and Tier II schools to help determine what supports are necessary to continue their efforts. Contracts with vendors are either terminated or greatly diminished in the third year as school reform is embedded into their daily practice. Professional development is designed to empower staff with the skills they need to institutionalize reforms.

District supports aligned to these efforts such as the "Metro Region" management team will continue. Additionally, one Tier III school, Washington High School will implement a transformation-like model using District resources rather than a vendor. This will allow the district to begin to build capacity to carryout the reform efforts with the current SIG model schools, as well as begin reform efforts as needed when new schools are identified.

School based administrators will convene with central office staff (Regional Executive Specialist, DIFI Supervisor and Special Education Leadership Liaison) biweekly to show tangible evidence of the framework that is being implemented to ensure that the reform efforts remain in tact. Administrators will be required to bring data to support ongoing improvement in the areas of attendance, suspensions, formative assessments in the areas of math, literacy and staff absenteeism. The administrator's capacity to sustain the reform efforts will be documented in the annual performance review process.

One FTE Regional Executive Specialist (Administrative Specialist) has been included in the grant to offer direct supervision, accountability and technical support to the schools within the Metro Region (Bay View, Bradley Tech, Custer, James Madison, Milwaukee African American Immersion, Pulaski, South Division, Vincent and Washington).

X. PLAN FOR USE OF FUNDS
A. Plan for Implementation of Turnaround Model

Instructions: Use this template to describe goals, rationale, evaluation, and activities to implement the Turnaround Model for selected Tier I or Tier II schools. Complete a plan for each Tier I or Tier II school implementing this model. If you need additional space, download additional Plan for Use of Funds pages from the DPI website at <http://dpi.wi.gov/forms/doc/f9550-ssif-c-addpage.doc>. You may download/copy this document as many times as needed to accommodate additional pages.

School Name _____

Annual Goals for Student Achievement

Reading Goal	Rationale	Evaluation Methods
2010-11		
2011-12		
2012-13		

Mathematics Goal	Rationale	Evaluation Methods
2010-11		
2011-12		
2012-13		

Requirement: Replace the principal and grant the principal sufficient operational flexibility (including staffing, calendars/time, and budgeting) to implement fully a comprehensive approach.

Funds Requested for 2010-11:

Activities for 2010-11	<i>Tab from last cell below to add additional rows.</i>	Timelines

Requirement: Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students.

Funds Requested for 2010-11:

Activities for 2010-11	<i>Tab from last cell below to add additional rows.</i>	Timelines

Requirement: Recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school.

Funds Requested for 2010-11:

Activities for 2010-11	<i>Tab from last cell below to add additional rows.</i>	Timelines

Requirement: Provide ongoing, high-quality, job-embedded professional development.

Funds Requested for 2010-11:

Activities for 2010-11	<i>Tab from last cell below to add additional rows.</i>	Timelines

Requirement: Replace the principal and grant the principal sufficient operational flexibility (including staffing, calendars/time, and budgeting) to implement fully a comprehensive approach.

Requirement: Adopt a new governance structure.

Funds Requested for 2010-11:

Activities for 2010-11	<i>Tab from last cell below to add additional rows.</i>	Timelines

Requirement: Use data to identify and implement an instructional program.

Funds Requested for 2010-11:

Activities for 2010-11	<i>Tab from last cell below to add additional rows.</i>	Timelines

Requirement: Promote the continuous use of student data to inform and differentiate instruction.

Funds Requested for 2010-11:

Activities for 2010-11	<i>Tab from last cell below to add additional rows.</i>	Timelines

Requirement: Establish schedules and implement strategies that provide increased learning time.

Funds Requested for 2010-11:

Activities for 2010-11	<i>Tab from last cell below to add additional rows.</i>	Timelines

Requirement: Provide appropriate social-emotional and community-oriented services and supports for students.

Funds Requested for 2010-11:

Activities for 2010-11	<i>Tab from last cell below to add additional rows.</i>	Timelines

Other LEA Activities

Funds Requested for 2010-11:

Activities for 2010-11	<i>Tab from last cell below to add additional rows.</i>	Timelines

X. PLAN FOR USE OF FUNDS
B. Plan for Implementation of Restart Model
Custer High School

Instructions: Use this template to describe goals, rationale, evaluation, and activities to implement the Restart Model for selected Tier I or Tier II schools. Complete a plan for each Tier I or Tier II school implementing this model. If you need additional space, download additional Plan for Use of Funds pages from the DPI website at <http://dpi.wi.gov/forms/doc/f9550-ssif-c-addpage.doc>. You may download/copy this document as many times as needed to accommodate additional pages.

School Name: **Custer High School**

Annual Goals for Student Achievement:

Reading Goal	Rationale	Evaluation Methods
<p>2010-11 <u>WKCE</u> By the close of the 2010-2011 school year, the proficiency rate in reading will be 27% as measured on the November, 2010 WKCE.</p>	<p><u>WKCE</u> Custer’s WKCE data for the past three years demonstrates the following as it relates to students who were enrolled during the testing window: in 2007-2008, 57% of the 10th grade students were not proficient. In 2008-2009, 67% of the students were not proficient. In 2009-2010, 76% of the students were not proficient.</p>	<p><u>WKCE</u> (Annually) Wisconsin Knowledge Concepts Examination (WKCE) will be administered in November.</p>
<p><u>BENCHMARKS</u> The number of 10th-12th grade students scoring proficient/advanced on the MPS approved universal screener will increase an average of 10 percentage points from September to May.</p>	<p><u>BENCHMARKS</u> The range of mean scale scores on the 2009-2010 Discovery Learning Think Link Benchmark (universal screener) in reading for 9th graders from: Test A (301) to Test B (315) (+5), Test B (315) to Test C (320) (+5). Overall average scale score growth increased 10 points. The 2010-2011 universal screener will be required of all 10th – 12th grade students. This change in the screener will allow schools to make data driven decisions for all students. The 2009-2010 test scores are reflective of 9th graders only. Subsequent scores will be reflective of all students.</p>	<p><u>BENCHMARKS</u> (Quarterly) District universal screener (benchmark assessment for 10th -12th grade students will be administered 3 times per year. (Weekly) Review of Esis grade book data (Monthly) Formative assessments aligned to the standards.</p>
<p><u>TEST PARTICIPATION</u> 100% of students will participate in the universal screener.</p>	<p><u>TEST PARTICIPATION</u> Student test participation on the 9th grade Discovery Learning Think Link Benchmark test has been less than 95%. The March 2010 benchmark participation at Custer indicated 45% of the students were not tested in reading.</p>	<p><u>TEST PARTICIPATION</u> (Quarterly) District universal screener (benchmark assessment) for 10th - 12th grade students will be administered 4 times per year. (Quarterly) Schools will complete a rapid plan of compliance to ensure 100% participation.</p>
<p><u>EARLY WARNING SYSTEM</u> The percentage of students scoring at risk on the early warning system will decrease 10 percentage points from the first through the fourth quarter.</p>	<p><u>EARLY WARNING SYSTEM</u> The early warning system is a tool based on total quality credits and other indicators predictive of successful completion. For the 2009-2010 school year, 81, 9th grade</p>	<p><u>EARLY WARNING SYSTEM</u> (Quarterly) Early warning system indicators will be reported after each grading period.</p>

X. PLAN FOR USE OF FUNDS (cont'd.)
B. Plan for Implementation of Restart Model
Custer High School

Reading Goal	Rationale	Evaluation Methods
	students were identified as repeaters. The frequent tracking of at risk students will provide immediate opportunities for intense targeted intervention services to those students to enhance their potential for success.	Esis Grade Book
<p><u>ATTENDANCE</u> Overall student attendance will increase by 10 percentage points from 62% in the 2009-2010 school year to 72% at the completion of the 2010-2011 academic year.</p>	<p><u>ATTENDANCE/SUSPENSIONS/CLIMATE</u> Prolonged and frequent student absences result in instructional gaps. Teachers cannot provide quality instruction to students who are not in school on a daily basis.</p> <p>Custer's 2009-2010 attendance rate was 62% compared to 60% in 2008-2009.</p> <p>National research shows evidence that several low performing high schools have shown substantial gains in student achievement in a short time (no more than three years). Examples of substantial gains in achievement are: reducing by at least 10 percentage points the proportion of students failing to meet state standards for proficiency in mathematics or reading; showing similar improvements in other measures of academic performance (such as lowering the dropout rate by 10 percentage points or more); (NCEE 2008-4020 U.S. Department of Education "Turning Around Chronically Low-Performing Schools", 2008).</p>	<p><u>ATTENDANCE/SUSPENSIONS/CLIMATE</u> (Monthly) Monthly comparison reports on attendance: last year to current year to date</p>
<p><u>SUSPENSIONS</u> During the 2009-2010 school year, 4,204 suspensions occurred. 89% occurred in the learning environment. Suspensions from the learning environment will decrease by 10 percentage points from 89% to 79% by the completion of the 2010-2011 school year.</p>	<p><u>SUSPENSIONS</u> There is a direct correlation between attendance and suspension. Students who are suspended do not benefit from classroom instruction.</p> <p>The strongest predictor of suspension is student referred to the office for discipline.</p> <p>Research demonstrates a clear association between disciplinary exclusion or out of school suspension and further poor outcomes such as delinquency, substance abuse and school dropout (Hickey, D., 2004).</p>	<p><u>SUSPENSION</u> (Monthly) Monthly comparison report on student suspension for learning environment disruption: last year to current year to date.</p> <p>Monthly comparison report on disciplinary referrals to the office for learning environment disruption: last year to current year to date.</p>

**X. PLAN FOR USE OF FUNDS (cont'd.)
B. Plan for Implementation of Restart Model
Custer High School**

<p><u>TEACHER ABSENCES</u> The average number of teacher absences will decrease by an average of 3 days each year for 2010-2011 from 14.85 to 11.85.</p>	<p><u>TEACHER ABSENCES</u> Teacher absenteeism is defined as any time a classroom teacher is not in the building providing instruction to students. Although frequently unavoidable, absenteeism disrupts the pace and flow of instruction. The 49 teachers at Custer averaged 15.71 days of absences over the past two years.</p>	<p><u>TEACHER ABSENCES</u> (Quarterly) Teacher absence rate report.</p>
<p>2011-12 <u>WKCE</u> By the close of the 2011-2012 school year, the proficiency rate in reading will be 32% as measured on the November, 2011 WKCE.</p>	<p><u>WKCE</u> Custer’s WKCE data for the past three years demonstrates the following as it relates to students who were enrolled during the testing window. In 2007-2008, 57% of the 10th grade students were not proficient. In 2008-2009, 67% of the students were not proficient. In 2009-2010, 76% of the students were not proficient.</p>	<p><u>WKCE</u> (Annually) Wisconsin Knowledge Concepts Examination (WKCE) administered in November.</p>
<p><u>BENCHMARKS</u> The number of 6th-12th grade students scoring proficient/advanced on the MPS approved universal screener will increase an average of 10 percentage points from September to May.</p>	<p><u>BENCHMARKS</u> The 2010-2011 universal screener will be required of all 10th – 12th grade students. This change in the screener will allow schools to make data driven decisions for all students.</p>	<p><u>BENCHMARKS</u> (Quarterly) District universal screener (benchmark assessment for 10th -12th grade students will be administered 3 times per year. (Weekly) Review of Esis grade book data (Monthly) Formative assessment aligned to the standards</p>
<p><u>TEST PARTICIPATION</u> 100% of students will participate in the universal screener.</p>	<p><u>TEST PARTICIPATION</u> Student test participation on the 9th grade Discovery Learning Think Link Benchmark test has been less than 95%. The March 2010 benchmark participation at Custer indicated 45% of the students were not tested in reading.</p>	<p><u>TEST PARTICIPATION</u> (Quarterly) District universal screener (benchmark assessment) for 9th - 12th grade students administered 4 times per year. (Quarterly) Schools will complete a rapid plan of compliance to ensure 100% participation.</p>

<p><u>EARLY WARNING SYSTEM</u></p>	<p><u>EARLY WARNING SYSTEM</u> The early warning system is based on total</p>	<p><u>EARLY WARNING SYSTEM</u></p>
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X. PLAN FOR USE OF FUNDS (cont'd.)
B. Plan for Implementation of Restart Model
Custer High School

<p>The percentage of students scoring at risk on the early warning system will decrease 10 percentage points from the first through the fourth quarter.</p>	<p>quality credits and other indicators predictive of successful completion. For the 2009-2010 school year, 81, 9th grade students were identified as repeaters. The frequent tracking of at risk students will provide immediate opportunities for intense targeted intervention services for those students.</p>	<p>(Quarterly) Early warning system indicators will be reported after each grading period.</p> <p>Esis Grade Book</p>
<p><u>ATTENDANCE</u> Overall student attendance will increase by 10 percentage points from 87% from the previous school year to 97% by the completion of the 2011-2012 academic year.</p>	<p><u>ATTENDANCE/SUSPENSIONS/CLIMATE</u> Prolonged and frequent student absences result in instructional gaps. Teachers cannot provide quality instruction to students who are not in school on a daily basis.</p> <p>Custer's 2009-2010 attendance rate was 62% compared to 60% in 2008-2009.</p> <p>National research shows evidence that several low performing high schools have shown substantial gains in student achievement in a short time (no more than three years). Examples of substantial gains in achievement are: reducing by at least 10 percentage points the proportion of students failing to meet state standards for proficiency in mathematics or reading; showing similar improvements in other measures of academic performance (such as lowering the dropout rate by 10 percentage points or more); (NCEE 2008-4020 U.S. Department of Education "Turning Around Chronically Low-Performing Schools", 2008).</p>	<p><u>ATTENDANCE/SUSPENSIONS/CLIMATE</u> (Monthly) Monthly comparison reports on attendance: last year to current year to date.</p>
<p><u>SUSPENSIONS</u> Suspensions from the learning environment will decrease by 10 percentage points from 79% to 69% by the completion of the 2011-2012 school year.</p>	<p><u>SUSPENSIONS</u> There is a direct correlation between attendance and suspension. Students who are suspended do not benefit from classroom instruction.</p> <p>The strongest predictor of suspension is student referred to the office for discipline.</p> <p>Research demonstrated a clear association between disciplinary exclusion or out of school suspension and further poor outcomes such as delinquency, substance abuse and school dropout (Hickey, D., 2004).</p>	<p><u>SUSPENSION</u> (Monthly) Monthly comparison report on student suspension for learning environment disruption: last year to current year to date.</p> <p>Monthly comparison report on disciplinary referrals to the office for learning environment disruption: last year to current year to date.</p>
<p><u>TEACHER ABSENCES</u> The average number of teacher absences will decrease by an average of 3 days</p>	<p><u>TEACHER ABSENCES</u> Teacher absenteeism is defined as any time a classroom teacher is not in the buildnign</p>	<p><u>TEACHER ABSENCES</u> (Quarterly)</p>

**X. PLAN FOR USE OF FUNDS (cont'd.)
B. Plan for Implementation of Restart Model
Custer High School**

<p>each year for 2011-2012 from 11.85 to 8.85.</p>	<p>providing instruction to students. Although frequently unavoidable, absenteeism disrupts the pace and flow of instruction.</p> <p>The 49 teachers at Custer averaged 15.71 days of absence over the past two years.</p>	<p>Teacher absence rate report.</p>
<p>2012-13 <u>WKCE</u> By the close of the 2012-13 school year, the proficiency rate in reading will be 42% as measured on the November, 2012 WKCE.</p>	<p><u>WKCE</u> Custer High School's WKCE data for the past three years demonstrates the following as it relates to students who were enrolled during the testing window: in 2007-2008, 57% of the 10th grade students were not proficient. In 2008-2009, 67% of the students were not proficient. In 2009-2010, 76% of the students were not proficient.</p>	<p><u>WKCE</u> (Annually) Wisconsin Knowledge Concepts Examination (WKCE) will be administered in November.</p>
<p><u>BENCHMARKS</u> The number of 6th-12th grade students scoring proficient/advanced on the MPS approved universal screener will increase an average of 10 percentage points from the September through May.</p>	<p><u>BENCHMARKS</u> The 2010-2011 universal screener will be required of all 6th – 12th grade students. This change in the screener will allow schools to make data driven decisions for all students.</p>	<p><u>BENCHMARKS</u> (Quarterly) District universal screener (benchmark assessment for 9th -12th grade students will be administered 3 times per year.</p> <p>(Weekly) Review of Esis grade book data</p> <p>(Monthly) Formative assessments aligned to the standards</p>
<p><u>TEST PARTICIPATION</u> 100% of students will participate in the universal screener.</p>	<p><u>TEST PARTICIPATION</u> Student test participation on the 9th grade Discovery Learning Think Link Benchmark test has been less than 95%. The March 2010 benchmark participation at Custer’s data indicated 45% of the students were not tested in reading.</p>	<p><u>TEST PARTICIPATION</u> (Quarterly) District universal screener (benchmark assessment) for 6th - 12th grade students will be administered 4 times per year.</p> <p>(Quarterly) Schools will complete a rapid plan of compliance to ensure 100% participation.</p>

<p><u>EARLY WARNING SYSTEM</u> The percentage of students scoring at risk on the early warning system will decrease 10 percentage points from the</p>	<p><u>EARLY WARNING SYSTEM</u> The early warning system is the high school universal screener based on total quality credits and other indicators predictive of</p>	<p><u>EARLY WARNING SYSTEM</u> (Quarterly) Early warning system indicators will be</p>
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**X. PLAN FOR USE OF FUNDS (cont'd.)
B. Plan for Implementation of Restart Model
Custer High School**

<p>first through the fourth quarter.</p>	<p>successful completion. For the 2009-2010 school year, 81, 9th grade students were identified as repeaters. The frequent tracking of at risk students will provide immediate opportunities for intense targeted intervention services to those students to enhance their potential for success.</p>	<p>reported after each grading period. Esis Grade Book</p>
<p><u>ATTENDANCE</u> Overall student attendance will increase by 10 percentage points from 82% in the 2011-2012 school year to 92% at the completion of the 2012-2013 academic year.</p>	<p><u>ATTENDANCE/SUSPENSIONS/CLIMATE</u> Prolonged and frequent student absences result in instructional gaps. Teachers cannot provide quality instruction to students who are not in school on a daily basis. Custer's 2009-2010 attendance rate was 62% compared to 60% in 2008-2009. National research shows evidence that several low performing high schools have shown substantial gains in student achievement in a short time (no more than three years). Examples of substantial gains in achievement are: reducing by at least 10 percentage points the proportion of students failing to meet state standards for proficiency in mathematics or reading; showing similar improvements in other measures of academic performance (such as lowering the dropout rate by 10 percentage points or more); (NCEE 2008-4020 U.S. Department of Education "Turning Around Chronically Low-Performing Schools", 2008). There is a direct correlation between attendance and suspension. Students who are suspended do not benefit from classroom instruction. The strongest predictor of suspension is students referred to the office for discipline. Research demonstrated a clear association between disciplinary exclusion or out of school suspension and further poor outcomes such as delinquency, substance abuse and school dropout (Hickey, D., 2004).</p>	<p><u>ATTENDANCE/SUSPENSIONS/CLIMATE</u> (Monthly) Monthly comparison reports on attendance: last year to current year to date</p>

<p><u>SUSPENSIONS</u> Suspensions from the learning environment will decrease by 10 percentage points from 69% to 59% by the completion of the 2012-2013 school year.</p>	<p><u>SUSPENSIONS</u> There is a direct correlation between attendance and suspension. Students who are suspended do not benefit from classroom instruction.</p>	<p><u>SUSPENSION</u> (Monthly) Monthly comparison report on student suspension for learning environment disruption: last year to current year to date</p>
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**X. PLAN FOR USE OF FUNDS (cont'd.)
B. Plan for Implementation of Restart Model
Custer High School**

	<p>The strongest predictor of suspension is student referred to the office for discipline.</p> <p>Research demonstrated a clear association between disciplinary exclusion or out of school suspension and further poor outcomes such as delinquency, substance abuse and school dropout (Hickey, D., 2004).</p>	<p>date.</p> <p>Monthly comparison report on disciplinary referrals to the office for learning environment disruption: last year to current year to date.</p>
<p><u>TEACHER ABSENCES</u> The average number of teacher absences will decrease by an average of 3 days each year from 2012-2013 from 8.85 to 5.85.</p>	<p><u>TEACHER ABSENCES</u> Teacher absenteeism is defined as any time a classroom teacher is not in the building providing instruction to students. Although frequently unavoidable, absenteeism disrupts the pace and flow of instruction.</p> <p>The 49 teachers at Custer averaged 15.71 days of absence over the past two years.</p>	<p><u>TEACHER ABSENCES</u> (Quarterly) Teacher absence rate report.</p>

Mathematics Goal	Rationale	Evaluation Methods
<p>2010-11 <u>WKCE</u> By the close of the 2010-2011 school year, the proficiency rate in mathematics will be 18% as measured on the November, 2010 WKCE.</p>	<p><u>WKCE</u> Custer’s WKCE data for the past three years demonstrates the following as it relates to students who were enrolled during the testing window: in 2007-2008 school year, 82% of the 10th grade students were not proficient. In 2008-2009, 78% of the students were not proficient. In 2009-2010, 85% of the students were not proficient.</p>	<p><u>WKCE</u> (Annually) Wisconsin Knowledge Concepts Examination (WKCE) administered in November.</p>
<p><u>BENCHMARKS</u> The number of 10th-12th grade students scoring proficient/advanced on the MPS approved universal screener will increase an average of 10 percentage points from September through May.</p>	<p><u>BENCHMARKS</u> The range of mean scale scores on the 2009-2010 Discovery Learning Think Link Benchmark (universal screener) in reading for 9th grades average scale score growth from: Test A (285) to Test B (320) (+35), Test B (320) to Test C (313) (-7). Overall average scale score growth increased 28 percentage points.</p> <p>The 2010-2011 universal screener will be required of all 9th – 12th grade students. This change in the screener will allow schools to make data driven decisions for all students.</p>	<p><u>BENCHMARKS</u> (Quarterly) District universal screener (benchmark assessment for 9th -12th grade students will be administered 3 times per year.</p> <p>(Weekly) Review of Esis grade book data</p> <p>(Monthly) Formative assessment aligned to the standards.</p>
<p><u>TEST PARTICIPATION</u> 100% of students will participate in the universal screener.</p>	<p><u>TEST PARTICIPATION</u> Student test participation on the 9th grade Discovery Learning Think Link Benchmark test has been less than 95%. The March 2010 benchmark participation at Custer</p>	<p><u>TEST PARTICIPATION</u> (Quarterly) District universal screener (benchmark assessment) for 9th - 12th grade students will be administered 4 times per year.</p>

X. PLAN FOR USE OF FUNDS (cont'd.)
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Mathematics Goal	Rationale	Evaluation Methods
	indicated 37% of the students were not tested in math.	(Quarterly) Schools will complete a rapid plan of compliance to ensure 100% participation
<p><u>EARLY WARNING SYSTEM</u> The percentage of students scoring at risk on the early warning system will decrease 10 percentage points from the first through the fourth quarter.</p>	<p><u>EARLY WARNING SYSTEM</u> The early warning system is based on total quality credits and other indicators predictive of successful completion. For the 2009-2010 school year, 81, 9th grade students were identified as repeaters. The frequent tracking of at risk students will provide immediate opportunities for intense targeted intervention services for those students.</p>	<p><u>EARLY WARNING SYSTEM</u> (Quarterly) Early warning system indicators will be reported after each grading period. Review of Esis grade book data</p>
<p><u>ATTENDANCE</u> Overall student attendance will increase by 10 percentage points from 62% to 72% by the completion of the 2010-2011 academic year.</p>	<p><u>ATTENDANCE/SUSPENSIONS/CLIMATE</u> Prolonged and frequent student absences result in instructional gaps. Teachers cannot provide quality instruction to students who are not in school on a daily basis. Custer's 2009-2010 attendance rate was 62% compared to 60% in 2008-2009. National research shows evidence that several low performing high schools have shown substantial gains in student achievement in a short time (no more than three years). Examples of substantial gains in achievement are: reducing by at least 10 percentage points the proportion of students failing to meet state standards for proficiency in mathematics or reading; showing similar improvements in other measures of academic performance (such as lowering the dropout rate by 10 percentage points or more); (NCEE 2008-4020 U.S. Department of Education "Turning Around Chronically Low-Performing Schools", 2008).</p>	<p><u>ATTENDANCE/SUSPENSIONS/CLIMATE</u> (Monthly) Monthly comparison reports on attendance: last year to current year to date</p>

SUSPENSIONS

During the 2009-10 school year, 4,204 suspensions occurred. 89% occurred in the learning environment. Suspensions from the learning environment will decrease by 10 percentage points from 89% to 79% by the completion of the

SUSPENSIONS

There is a direct correlation between attendance and suspension. Students who are suspended do not benefit from classroom instruction.

SUSPENSIONS

(Monthly)
Monthly comparison report on student suspension for learning environment disruptions: last year to current year to date.

**X. PLAN FOR USE OF FUNDS (cont'd.)
B. Plan for Implementation of Restart Model
Custer High School**

<p>2010-2011 school year.</p>	<p>The strongest predictor of suspension is student referred to the office for discipline.</p> <p>Research demonstrates a clear association between disciplinary exclusion or out of school suspension and further poor outcomes such as delinquency, substance abuse and school dropout (Hickey, D., 2004).</p>	<p>Monthly comparison report on disciplinary referrals to the office for learning environment disruptions: last year to current year to date.</p>
<p><u>TEACHER ABSENCES</u> The average number of teacher absences will decrease by an average of 3 days each year from 2010-2011 from 14.85 to 11.85.</p>	<p><u>TEACHER ABSENCES</u> Teacher absenteeism is defined as any time a classroom teacher is not in the buildnign providing instruction to students. Although frequently unavoidable, absenteeism disrupts the pace and flow of instruction.</p> <p>The 49 teachers at Custer averaged 15.71 days of absence over the past two years.</p>	<p><u>TEACHER ABSENCES</u> (Quarterly) Teacher absence rate report.</p>
<p>2011-12</p> <p><u>WKCE</u> By the close of the 2011-2012 school year, the proficiency rate in mathematics will be 23% as measured on the November, 2011 WKCE.</p>	<p><u>WKCE</u> Custer’s WKCE data for the past three years demonstrates the following as it relates to students who were enrolled during the testing window: in 2007-2008, 82% of the 10th grade students were not proficient. In 2008-2009, 78% of the students were not proficient. In 2009-2010, 85% of the students were not proficient.</p>	<p><u>WKCE</u> (Annually) Wisconsin Knowledge Concepts Examination (WKCE) will be administered in November.</p>
<p><u>BENCHMARKS</u> The number of 6th-12th grade students scoring proficient/advanced on the MPS approved universal screener will increase in mathematics an average of 10 percentage points from September through May.</p>	<p><u>BENCHMARKS</u> The 2010-2011 universal screener will be required of all 6th – 12th grade students. This change in the screener will allow schools to make data driven decisions for all students.</p>	<p><u>BENCHMARKS</u> (Quarterly) District universal screener (benchmark assessment for 6th -12th grade students will be administered 3 times per year.</p> <p>(Weekly) Review of Esis grade book data</p> <p>(Monthly) Formative assessments aligned to the standards.</p>
<p><u>TEST PARTICIPATION</u> 100% of students will participate in the universal screener.</p>	<p><u>TEST PARTICIPATION</u> Student test participation on the 9th grade universal screenener Think Link Benchmark test has been less than 95%. The March 2010 benchmark participation at Custer indicated 37% of the students were not tested in math.</p>	<p><u>TEST PARTICIPATION</u> (Quarterly) District universal screener (benchmark assessment) for 6th - 12th grade students will be administered 4 times per year.</p> <p>(Quarterly)</p>

**X. PLAN FOR USE OF FUNDS (cont'd.)
B. Plan for Implementation of Restart Model
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		Schools will complete a rapid plan of compliance to ensure 100% participation.
<p><u>EARLY WARNING SYSTEM</u> The percentage of students scoring at risk on the early warning system will decrease 10 percentage points from the first through the fourth quarter.</p>	<p><u>EARLY WARNING SYSTEM</u> The early warning system is based on total quality credits and other indicators predictive of successful completion. For the 2009-2010 school year, 81, 9th grade students were identified as repeaters. The frequent tracking of at risk students will provide immediate opportunities for intense targeted intervention services for those students.</p>	<p><u>EARLY WARNING SYSTEM</u> (Quarterly) Early warning system indicators will be reported after each grading period. Review Esis grade book data.</p>
<p><u>ATTENDANCE</u> Overall student attendance will increase by 10 percentage points from 72% to 82% by the completion of the 2011-2012 academic year.</p>	<p><u>ATTENDANCE/SUSPENSIONS/CLIMATE</u> Prolonged and frequent student absences result in instructional gaps. Teachers cannot provide quality instruction to students who are not in school on a daily basis. Custer's 2009-2010 attendance rate was 62% compared to 60% in 2008-2009. National research shows evidence that several low performing high schools have shown substantial gains in student achievement in a short time (no more than three years). Examples of substantial gains in achievement are: reducing by at least 10 percentage points the proportion of students failing to meet state standards for proficiency in mathematics or reading; showing similar improvements in other measures of academic performance (such as lowering the dropout rate by 10 percentage points or more); (NCEE 2008-4020 U.S. Department of Education "Turning Around Chronically Low-Performing Schools", 2008).</p>	<p><u>ATTENDANCE/SUSPENSIONS/CLIMATE</u> (Monthly) Monthly comparison reports on attendance: last year to current year to date.</p>

<p><u>SUSPENSIONS</u> Suspensions from the learning environment will decrease by 10 percentage points from 79% to 69% by the completion of the 2011-2012 school year.</p>	<p><u>SUSPENSIONS</u> There is a direct correlation between attendance and suspension. Students who are suspended do not benefit from classroom instruction. The strongest predictor of suspension is student referred to the office for discipline.</p>	<p><u>SUSPENSIONS</u> (Monthly) Monthly comparison report on student suspension for learning environment disruptions: last year to current year to date. Monthly comparison report on disciplinary referrals to the office for learning</p>
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X. PLAN FOR USE OF FUNDS (cont'd.)
B. Plan for Implementation of Restart Model
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	<p>Research demonstrates a clear association between disciplinary exclusion or out of school suspension and further poor outcomes such as delinquency, substance abuse and school dropout (Hickey, D., 2004).</p>	<p>environment disruptions: last year to current year to date.</p>
<p><u>TEACHER ABSENCES</u> The average number of teacher absences will decrease by an average of 3 days each year for 2011-2012 from 11.85 to 8.85.</p>	<p><u>TEACHER ABSENCES</u> Teacher absenteeism is defined as any time a classroom teacher is not in the buildnign providing instruction to students. Although frequently unavoidable, absenteeism disrupts the pace and flow of instruction.</p> <p>The 49 teachers at Custer averaged 15.71 days of absence over the past two years.</p>	<p><u>TEACHER ABSENCES</u> (Quarterly) Teacher absence rate report.</p>
<p>2012-13 <u>WKCE</u> By the close of the 2012-13 school year, the proficiency rate in mathematics will be 33% as measured on the November, 2012 WKCE.</p>	<p><u>WKCE</u> Custer’s WKCE data for the past three years demonstrates the following as it relates to students who were enrolled during the testing window: in 2007-2008, 82% of the 10th grade students were not proficient. In 2008-2009, 78% of the students were not proficient. In 2009-2010, 85% of the students were not proficient.</p>	<p><u>WKCE</u> (Annually) Wisconsin Knowledge Concepts Examination (WKCE) will be administered in November.</p>
<p><u>BENCHMARKS</u> The number of 6th-12th grade students scoring proficient/advanced on the MPS approved universal screener will increase an average of 10 percentage points from September through May.</p>	<p><u>BENCHMARKS</u> The 2010-2011 universal screener will be required of all 6th – 12th grade students. This change in the screener will allow schools to make data driven decisions for all students.</p>	<p><u>BENCHMARKS</u> (Quarterly) District universal screener (benchmark assessment for 6th -12th grade students will be administered 3 times per year.</p> <p>(Weekly) Review of Esis grade book data.</p> <p>(Monthly) Formative assessments aligned to the standards.</p>
<p><u>TEST PARTICIPATION</u> 100% of students will participate in the universal screener.</p>	<p><u>TEST PARTICIPATION</u> Student test participation on the 9th grade Discovery Learning Think Link Benchmark test has been less than 95%. The March 2010 benchmark participation at Custer indicated 37% of the students were not tested in math.</p>	<p><u>TEST PARTICIPATION</u> (Quarterly) District universal screener (benchmark assessment) for 6th - 12th grade students will be administered 4 times per year.</p> <p>(Quarterly) Schools will complete a rapid plan of compliance to ensure 100% participation.</p>

**X. PLAN FOR USE OF FUNDS (cont'd.)
B. Plan for Implementation of Restart Model**

Custer High School

<p><u>EARLY WARNING SYSTEM</u> The percentage of students scoring at risk on the early warning system will decrease 10 percentage points from the first through the fourth quarter.</p>	<p><u>EARLY WARNING SYSTEM</u> The early warning system is based on total quality credits and other indicators predictive of successful completion. For the 2009/2010 school year, 81, 9th grade students were identified as repeaters. The frequent tracking of at risk students will provide immediate opportunities for intense targeted intervention services for those students.</p>	<p><u>EARLY WARNING SYSTEM</u> (Quarterly) Early warning system indicators will be reported after each grading period. Review Esis grade book data.</p>
<p><u>ATTENDANCE</u> Overall student attendance will increase by 10 percentage points from 82% to 92% by the completion of the 2012-2013 academic year.</p>	<p><u>ATTENDANCE/SUSPENSIONS/CLIMATE</u> Prolonged and frequent student absences result in instructional gaps. Teachers cannot provide quality instruction to students who are not in school on a daily basis. Custer's 2009-2010 attendance rate was 62% compared to 60% in 2008-2009. National research shows evidence that several low performing high schools have shown substantial gains in student achievement in a short time (no more than three years). Examples of substantial gains in achievement are: reducing by at least 10 percentage points the proportion of students failing to meet state standards for proficiency in mathematics or reading; showing similar improvements in other measures of academic performance (such as lowering the dropout rate by 10 percentage points or more); (NCEE 2008-4020 U.S. Department of Education "Turning Around Chronically Low-Performing Schools", 2008).</p>	<p><u>ATTENDANCE/SUSPENSIONS/CLIMATE</u> (Monthly) Monthly comparison reports on attendance: last year to current year to date.</p>

<p><u>SUSPENSIONS</u> Suspensions from the learning environment will decrease by 10 percentage points from 69% to 59% by the completion of the 2012-2013 school year.</p>	<p><u>SUSPENSIONS</u> There is a direct correlation between attendance and suspension. Students who are suspended do not benefit from classroom instruction. The strongest predictor of suspension is student referred to the office for discipline. Research demonstrates a clear association between disciplinary exclusion or out of school suspension and further poor</p>	<p><u>SUSPENSIONS</u> (Monthly) Monthly comparison report on student suspension for learning environment disruptions: last year to current year to date. Monthly comparison report on disciplinary referrals to the office for learning environment disruptions: last year to current year to date.</p>
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X. PLAN FOR USE OF FUNDS (cont'd.)
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	outcomes such as delinquency, substance abuse and school dropout (Hickey, D., 2004).	
<u>TEACHER ABSENCES</u> The average number of teacher absences will decrease by an average of 3 days each year for 2012-213 from 8.85 to 5.85.	<u>TEACHER ABSENCES</u> Teacher absenteeism is defined as any time a classroom teacher is not in the building providing instruction to students. Although frequently unavoidable, absenteeism disrupts the pace and flow of instruction. The 49 teachers at Custer averaged 15.71 days of absence over the past two years.	<u>TEACHER ABSENCES</u> (Quarterly) Teacher absence rate report.

Describe the LEA's rigorous review process for selecting a charter school operator, a charter management organization (CMO), or an education management organization (EMO).

Funds Requested for 2010-11: \$229,253		
Activities for 2010-11	<i>Tab from last cell below to add additional rows.</i>	Timelines
A vendor board will be established which will include representation from the district office, school leadership, community, parents, and the vendor. This board will be responsible for fidelity of implementation.		September 1, 2010
An administrative reform coach will serve as the district leadership individual who work with the community and the school , write RFP's and secure a vendor for either the CMO or the EMO to restart Custer.		September 2010
A Restart School consisting of a middle school (6 th -8 th) and a high school (9 th -12 th) will be open to sixth and ninth graders as well as continuing students from Custer in the 2011-12 school year. The school will have the following components: <ul style="list-style-type: none"> • An emphasis on career and technical education with a new jobs trade program • High yield research based instructional strategies that positively impact student achievement. • Create a framework for transitioning students from middle school to high school • Ongoing professional development and technical support for staff • Implementation of district mandates including: <ul style="list-style-type: none"> ○ RtI ○ PBIS ○ MPS Ed Stat ○ Learning Teams ○ Comprehensive Literacy Plan 		September 1, 2011 through June 15, 2013

A restart transition team consisting of district staff, management team, school leadership, community based organizations and parents will be established to complete the following: <ul style="list-style-type: none"> • Develop a RFP for an EMO • Create a tangible plan for the school based on the vision of the Board of Governance for the school • Use the MPS RFP process for selection of a vendor <ul style="list-style-type: none"> ○ Post the completed RPF for three weeks ○ All responses to the RFP will be reviewed by a team of local & district experts ○ Four finalists, as determined by the review team utilizing a predetermined 	<p>August 1, 2010</p> <p>July 15, 2010</p> <p>August 1, 2010 through September 1, 2010</p>
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X. PLAN FOR USE OF FUNDS (cont'd.)
B. Plan for Implementation of Restart Model
Custer High School

<p>rubric aligned with the rigorous expectations stated in the RFP, will be submitted to a community group of parents, school board representation and community based organizations. The group will provide input into the EMO vendor that will be submitted to the MPS Board of Directors for approval</p> <ul style="list-style-type: none"> ○ Contract specifics for the selected vendor and the vendor’s board will be put in place. 	
<p>The restart transition team in collaboration with the management team will work with the EMO provider to develop the educational plan and specific requirements for the school.</p>	<p>November 1, 2010 through June 1, 2011</p>
<p>Community Facilitator</p> <ul style="list-style-type: none"> ● Organize meetings with community based organizations and other community partners to assist with current and future reform actions 	<p>2011-2013</p>
<p>Other LEA Activities</p>	
<p>Funds Requested for 2010-11: \$420,840</p>	
<p>Activities for 2011-12:</p>	<p><i>Tab from last cell below to add additional rows.</i> Timelines</p>
<p>School based services will be wrapped around 11th and 12th graders remaining at the school with the goal of 85% graduation /completion in two years.</p> <ul style="list-style-type: none"> ● Response to Intervention Framework will be applied with the purpose of establishing an individualized plan for each Custer HS student. ● Staff (teachers and administrators) will receive professional development around the RtI framework. <ul style="list-style-type: none"> ○ Monthly professional development in data driven decision making using existing universal screeners, including the early warning system, attendance, benchmark data, and Learning at a Glance walkthrough will be provided to all staff. ○ An analysis of credits per student in conjunction with the student’s age will be conducted to support students in course selection, use of the school’s credit recovery program and/or the GED option 2 program. ○ Students will be trained in self monitoring and self advocacy skills around the Exceed data. ○ Staff will begin implementation in phase I of PBIS. ● LANGUAGE!, a reading program, will be used for students with special education needs and regular education students who are non readers as appropriate to meet the individual needs of the student. ● Utilize management team members to monitor the use of the Learning at a Glance Walk-through tool, the high school universal screener to identify at risk students, LANGUAGE!, and RtI programs for students attending Custer during the 2010-2011 school year. 	<p>September, 2010 through June, 2011</p>
<p>Literacy Coach</p> <ul style="list-style-type: none"> ● Provide professional development as dictated by the school improvement plan in conjunction with data trends. ● Monitor the implementation of professional development strategies and provide modeling and feedback as needed. ● Collaborate with the learning team to analyze data, plan next steps and assist with the implementation of strategies to make progress with all students. <p>Math Teacher Leader</p> <ul style="list-style-type: none"> ● Provide professional development as dictated by the school improvement plan in conjunction with data trends. ● Monitor the implementation of professional development strategies and provide modeling and feedback as needed. ● Collaborate with the learning team to analyze data, plan next steps and assist with the 	<p>September 1, 2010 through June 30, 2011</p> <p>September 2010-June 2013</p>

X. PLAN FOR USE OF FUNDS (cont'd.)
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implementation of strategies to make progress with all students.

Guidance Counselor

- Assist students with graduation requirements.
- Work with families to develop an understanding of the restart reform efforts.
- Assist with the design plan for the changing curricular models.

September 2010-June 2013

Community Facilitator

- Organize meetings with community based organizations and other community partners to assist with current and future reform actions.
- Collaborate with the EMO provider.
- All corrective action requirements will be adhered to within the required timeline.
- The school is a part of the regional parent governance council efforts to improve student attendance.
- The school is a part of the regional efforts to support restorative practices for conflict resolution.
- The school will follow district procedures for obtaining in-school, district and local university sponsored mentors for all initial educators.
- Staff will participate in all required professional development related to the Comprehensive Literacy Plan. Summer and Saturday academies focused on the Comprehensive Literacy Plan will be made available to all staff.

September 2010-June 2013

X. PLAN FOR USE OF FUNDS
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Instructions: Use this template to describe goals, rationale, evaluation, and activities to implement the Restart Model for selected Tier I or Tier II schools. Complete a plan for each Tier I or Tier II school implementing this model. If you need additional space, download additional Plan for Use of Funds pages from the DPI website at <http://dpi.wi.gov/forms/doc/f9550-ssif-c-addpage.doc>. You may download/copy this document as many times as needed to accommodate additional pages.

School Name

Milwaukee African American Immersion High School

Annual Goals for Student Achievement

Reading Goal	Rationale	Evaluation Methods
<p>2010-11 <u>WKCE</u> By the close of the 2010-2011 school year, the proficiency rate in reading will be 22% as measured on the November, 2010 WKCE.</p>	<p><u>WKCE</u> Milwaukee African American Immersion's WKCE data for the past two years demonstrates the following as it relates to students who were enrolled during the testing window: in 2008-2009, 75% of the students were not proficient. In 2009-2010, 81% of the students were not proficient.</p>	<p><u>WKCE</u> (Annually) Wisconsin Knowledge Concepts Examination (WKCE) will be administered in November.</p>
<p><u>BENCHMARKS</u> The number of 10th-12th grade students scoring proficient/advanced on the MPS approved universal screener will increase an average of 10 percentage points from September through May.</p>	<p><u>BENCHMARKS</u> The range of mean scale scores on the 2009-2010 Discovery Learning Think Link Benchmark (universal screener) in reading for 9th grades average scale score growth from: Test A (304) to Test B (317) (+13), Test B (317) to Test C (309) (-8). Overall average scale score growth increased 5 points.</p> <p>The 2010-2011 universal screener will be required of all 9th – 12th grade students. This change in the screener will allow schools to make data driven decisions for all students.</p>	<p><u>BENCHMARKS</u> (Quarterly) District universal screener (benchmark assessment for 9th -12th grade students will be administered 3 times per year.</p> <p>(Weekly) Review of Esis grade book data.</p> <p>(Monthly) Formative assessments aligned to the standards.</p>
<p><u>TEST PARTICIPATION</u> 100% of students will participate in the universal screener.</p>	<p><u>TEST PARTICIPATION</u> Student test participation on the 9th grade Discovery Learning Think Link Benchmark test has been less than 95%. The March 2010 benchmark participation at MAAI indicated 36% of the students were not tested in reading.</p>	<p><u>TEST PARTICIPATION</u> (Quarterly) District universal screener (benchmark assessment) for 9th - 12th grade students will be administered 3 times per year.</p> <p>(Quarterly) Schools will complete a plan of compliance to ensure 100% participation.</p>

**X. PLAN FOR USE OF FUNDS (cont'd.)
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EARLY WARNING SYSTEM

The percentage of students scoring at risk on the early warning system will decrease 10 percentage points from the first through the fourth quarter.

EARLY WARNING SYSTEM

The early warning system is based on total quality credits and other indicators predictive of successful completion. For the 2009-2010 school year, 30, 9th grade students were identified as repeaters. The frequent tracking of at risk students will provide immediate opportunities for intense targeted intervention services for those students.

EARLY WARNING SYSTEM

(Quarterly)
Early warning system indicators will be reported after each grading period.

Review Esis grade book data.

ATTENDANCE

Overall student attendance will increase by 10 percentage points from 62% to 72% by the completion of the 2010-2011 academic year.

ATTENDANCE/SUSPENSIONS/CLIMATE

Prolonged and frequent student absences result in instructional gaps. Teachers cannot provide quality instruction to students who are not in school on a daily basis.

MAAI's 2009-2010 attendance rate was 62% compared to 63% in 2008-2009.

National research shows evidence that several low performing high schools have shown substantial gains in student achievement in a short time (no more than three years). Examples of substantial gains in achievement are: reducing by at least 10 percentage points the proportion of students failing to meet state standards for proficiency in mathematics or reading; showing similar improvements in other measures of academic performance (such as lowering the dropout rate by 10 percentage points or more); (NCEE 2008-4020 U.S. Department of Education "Turning Around Chronically Low-Performing Schools", 2008).

ATTENDANCE/SUSPENSIONS/CLIMATE

(Monthly)
Monthly comparison reports on attendance: last year to current year to date.

SUSPENSIONS

During the 2009-10 school year, 876 total suspensions occurred. 70% occurred in the learning environment. Suspensions from the learning environment will decrease by 10 percentage points from 70% to 60% at the completion of the 2010-2011 school year.

SUSPENSIONS

There is a direct correlation between attendance and suspension. Students who are suspended do not benefit from classroom instruction.

The strongest predictor of suspension is student referred to the office for discipline.

Research demonstrated a clear association between disciplinary exclusion or out of school suspension and further poor outcomes such as delinquency, substance abuse and school dropout (Hickey, D., 2004).

SUSPENSIONS

(Monthly)
Monthly comparison report on student suspension for learning environment disruptions: last year to current year to date.

Monthly comparison report on disciplinary referrals to the office for learning environment disruptions: last year to current year to date.

X. PLAN FOR USE OF FUNDS (cont'd.)
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<p>2011-12</p> <p><u>WKCE</u> By the close of the 2010-2011 school year, the proficiency rate in reading will be 27% as measured on the November, 2011 WKCE.</p>	<p><u>WKCE</u> Milwaukee African American Immersion's WKCE data for the past two years demonstrates the following as it relates to students who were enrolled during the testing window: in 2008-2009, 75% of the students were not proficient. In 2009-2010, 81% of the students were not proficient.</p>	<p><u>WKCE</u> (Annually) Wisconsin Knowledge Concepts Examination (WKCE) will be administered in November.</p>
<p><u>BENCHMARKS</u> The number of 10th-12th grade students scoring proficient/advanced on the MPS approved universal screener will increase an average of 10 percentage points from September through May.</p>	<p><u>BENCHMARKS</u> The range of mean scale scores on the 2009-2010 Discovery Learning Think Link Benchmark (universal screener) in reading for 9th grades average scale score growth from: Test A (304) to Test B (317) (+13), Test B (317) to Test C (309) (-8). Overall average scale score growth increased 5 points.</p> <p>The 2010-2011 universal screener will be required of all 9th – 12th grade students. This change in the screener will allow schools to make data driven decisions for all students.</p>	<p><u>BENCHMARKS</u> (Quarterly) District universal screener (benchmark assessment for 9th -12th grade students will be administered 3 times per year.</p> <p>(Weekly) Review of Esis grade book data.</p> <p>(Monthly) Formative assessments aligned to the standards.</p>
<p><u>TEST PARTICIPATION</u> 100% of students will participate in the universal screener</p>	<p><u>TEST PARTICIPATION</u> Student test participation on the 9th grade Discovery Learning Think Link Benchmark test has been less than 95%. The March 2010 benchmark participation at MAAI indicated 36% of the students were not tested in reading.</p>	<p><u>TEST PARTICIPATION</u> (Quarterly) District universal screener (benchmark assessment) for 9th - 12th grade students will be administered 3 times per year.</p> <p>(Quarterly) Schools will complete plan of compliance to ensure 100% participation.</p>
<p><u>EARLY WARNING SYSTEM</u> The percentage of students scoring at risk on the early warning system will decrease 10 percentage points from the first through the fourth quarter.</p>	<p><u>EARLY WARNING SYSTEM</u> The Early Warning System is based on total quality credits and other indicators predictive of successful completion. For the 2009-2010 school year, 30, 9th grade students were identified as repeaters. The frequent tracking of at risk students will provide immediate opportunities for intense targeted intervention services for those students.</p>	<p><u>EARLY WARNING SYSTEM</u> (Quarterly) Early warning system indicators will be reported after each grading period.</p> <p>Review Esis grade book data.</p>

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ATTENDANCE

Overall student attendance will increase by 10 percentage points from 72% to 82% by the completion of the 2011-2012 academic year.

ATTENDANCE/SUSPENSIONS/CLIMATE

Prolonged and frequent student absences result in instructional gaps. Teachers cannot provide quality instruction to students who are not in school on a daily basis.

MAAI's 2009-2010 attendance rate was 62% compared to 63% in 2008-2009.

National research shows evidence that several low performing high schools have shown substantial gains in student achievement in a short time (no more than three years). Examples of substantial gains in achievement are: reducing by at least 10 percentage points the proportion of students failing to meet state standards for proficiency in mathematics or reading; showing similar improvements in other measures of academic performance (such as lowering the dropout rate by 10 percentage points or more); (NCEE 2008-4020 U.S. Department of Education "Turning Around Chronically Low-Performing Schools", 2008).

ATTENDANCE/SUSPENSIONS/CLIMATE

(Monthly)
 Monthly comparison reports on attendance: last year to current year to date.

SUSPENSIONS

Suspensions from the learning environment will decrease by 10 percentage points from 60% to 50% by the completion of the 2011-2012 school year.

SUSPENSIONS

There is a direct correlation between attendance and suspension. Students who are suspended do not benefit from classroom instruction.

The strongest predictor of suspension is student referred to the office for discipline.

Research demonstrated a clear association between disciplinary exclusion or out of school suspension and further poor outcomes such as delinquency, substance abuse and school dropout (Hickey, D., 2004).

SUSPENSIONS

(Monthly)
 Monthly comparison report on student suspension for learning environment disruptions: last year to current year to date.

Monthly comparison report on disciplinary referrals to the office for learning environment disruptions: last year to current year to date.

TEACHER ABSENCES

The average number of teacher absences will decrease by an average of 3 days each year for 2011-2012 from 8 to 5.

TEACHER ABSENCES

Teacher absenteeism is defined as any time a classroom teacher is not in the building providing instruction to students. Although frequently unavoidable, absenteeism disrupts the pace and flow of instruction.

The 25 teachers at MAAI averaged 11.26 days of absence over the past two years.

TEACHER ABSENCES

(Quarterly)
 Teacher absence rate report.

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<p>2012-13</p> <p><u>WKCE</u></p> <p>By the close of the 2012-2013 school year, the proficiency rate in reading will be 37% as measured on the November, 2012 WKCE.</p>	<p><u>WKCE</u></p> <p>Milwaukee African American Immersion's WKCE data for the past two years demonstrates the following as it relates to students who were enrolled during the testing window: in 2008-2009, 75% of the students were not proficient. In 2009-2010, 81% of the students were not proficient.</p>	<p><u>WKCE</u></p> <p>(Annually)</p> <p>Wisconsin Knowledge Concepts Examination (WKCE) will be administered in November.</p>
<p><u>BENCHMARKS</u></p> <p>The number of 10th-12th grade students scoring proficient/advanced on the MPS approved universal screener will increase an average of 10 percentage points from September through May.</p>	<p><u>BENCHMARKS</u></p> <p>The range of mean scale scores on the 2009-2010 Discovery Learning Think Link Benchmark (universal screener) in reading for 9th grades average scale score growth from: Test A (304) to Test B (317) (+13), Test B (317) to Test C (309) (-8). Overall average scale score growth increased 5 points.</p> <p>The 2010-2011 universal screener will be required of all 9th – 12th grade students. This change in the screener will allow schools to make data driven decisions for all students.</p>	<p><u>BENCHMARKS</u></p> <p>(Quarterly)</p> <p>District universal screener (benchmark assessment for 9th -12th grade students will be administered 3 times per year.</p> <p>(Weekly)</p> <p>Review of Esis grade book data.</p> <p>(Monthly)</p> <p>Formative assessments aligned to the standards.</p>
<p><u>TEST PARTICIPATION</u></p> <p>100% of students will participate in the universal screener.</p>	<p><u>TEST PARTICIPATION</u></p> <p>Student test participation on the 9th grade Discovery Learning Think Link Benchmark test has been less than 95%. The March 2010 benchmark participation at MAAI indicated 36% of the students were not tested in reading.</p>	<p><u>TEST PARTICIPATION</u></p> <p>(Quarterly)</p> <p>District universal screener (benchmark assessment) for 9th - 12th grade students will be administered 3 times per year.</p> <p>(Quarterly)</p> <p>Schools will complete a plan of compliance to ensure 100% participation.</p>
<p><u>EARLY WARNING SYSTEM</u></p> <p>The percentage of students scoring at risk on the early warning system will decrease 10 percentage points from the first through the fourth quarter</p>	<p><u>EARLY WARNING SYSTEM</u></p> <p>The early warning system is based on total quality credits and other indicators predictive of successful completion. For the 2009-2010 school year, 32% of 9th grade students were identified as repeaters. The frequent tracking of at risk students will provide immediate opportunities for intense targeted intervention services for those students.</p>	<p><u>EARLY WARNING SYSTEM</u></p> <p>(Quarterly)</p> <p>Early warning system indicators will be reported after each grading period.</p> <p>Review Esis grade book data.</p>

**X. PLAN FOR USE OF FUNDS (cont'd.)
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<p><u>ATTENDANCE</u> Overall student attendance will increase by 10 percentage points from 82% to 92% by the completion of the 2012-13 academic year.</p>	<p><u>ATTENDANCE/SUSPENSIONS/CLIMATE</u> Prolonged and frequent student absences result in instructional gaps. Teachers cannot provide quality instruction to students who are not in school on a daily basis. MAAI's 2009-20110 attendance rate was 62% compared to 63% in 2008-2009. National research shows evidence that several low performing high schools have shown substantial gains in student achievement in a short time (no more than three years). Examples of substantial gains in achievement are: reducing by at least 10 percentage points the proportion of students failing to meet state standards for proficiency in mathematics or reading; showing similar improvements in other measures of academic performance (such as lowering the dropout rate by 10 percentage points or more); (NCEE 2008-4020 U.S. Department of Education "Turning Around Chronically Low-Performing Schools", 2008).</p>	<p><u>ATTENDANCE/SUSPENSIONS/CLIMATE</u> (Monthly) Monthly comparison reports on attendacne last year to current year to date.</p>
<p><u>SUSPENSIONS</u> Suspensions from the learning enviornment will decrease by 10 percentage points from 60% to 50% by the completion of the 2011-2012 school year.</p>	<p><u>SUSPENSIONS</u> There is a direct correlation between attendance and suspension. Students who are suspended do not benefit from classroom instruction. The strongest predictor of suspension is student referred to the office for discipline. Research demonstrated a clear association between disciplinary exclusion or out of school suspension and further poor outcomes such as delinquency, substance abuse and school dropout (Hickey, D., 2004).</p>	<p><u>SUSPENSIONS</u> (Monthly) Monthly comparison report on student suspension for learning enviornment disruptions: last year to current year to date. Monthly comparison report on disciplinary referrals to the office for learning enviornment disruptions: last year to current year to date.</p>
<p><u>TEACHER ABSENCES</u> The average number of teacher absences will decrease by an average of 3 days each year from 2012-13 from 5 to 2.</p>	<p><u>TEACHER ABSENCES</u> Teacher absenteeism is defined as any time a classroom teacher is not in the builidnign providing instruction to students. Although frequently unavoidable, absenteeism disrupts the pace and flow of instruction. The 25 teachers at MAAI averaged 11.26 days of absence over the past two years.</p>	<p><u>TEACHER ABSENCES</u> (Quarterly) Teacher absence rate report.</p>

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Mathematics Goal	Rationale	Evaluation Methods
<p>2010-11 <u>WKCE</u> By the close of the 2010-2011 school year, the proficiency rate in mathematics will be 18% as measured on the November, 2010 WKCE.</p>	<p><u>WKCE</u> Milwaukee African American Immersion's WKCE data for the past three years demonstrates the following as it relates to students who were enrolled during the testing window: in 2007-2008, 72% of the 10th grade students were not proficient. In 2008-2009, 75% of the students were not proficient. In 2009-2010, 81% of the students were not proficient.</p>	<p><u>WKCE</u> (Annually) Wisconsin Knowledge Concepts Examination (WKCE) will be administered in November.</p>
<p><u>BENCHMARKS</u> The number of 10th-12th grade students scoring proficient/advanced on the MPS approved universal screener will increase an average of 10 percentage points from September through May.</p>	<p><u>BENCHMARKS</u> The range of mean scale scores on the 2009-2010 Discovery Learning Think Link Benchmark (universal screener) in reading for 9th grades average scale score growth from: Test A (290) to Test B (314) (+24), Test B (314) to Test C (315) (+1). Overall average scale score growth increased 25 points.</p> <p>The 2010-2011 universal screener will be required of all 9th – 12th grade students. This change in the screener will allow schools to make data driven decisions for all students.</p>	<p><u>BENCHMARKS</u> (Quarterly) District universal screener (benchmark assessment for 9th -12th grade students will be administered 3 times per year.</p> <p>(Weekly) Review of Esis grade book data.</p> <p>(Monthly) Formative assessments aligned to the standards.</p>
<p><u>TEST PARTICIPATION</u> 100% of students will participate in the universal screener.</p>	<p><u>TEST PARTICIPATION</u> Student test participation on the 9th grade Discovery Learning Think Link Benchmark test has been less than 95%. The March 2010 benchmark participation at MAAI indicated 23% of the students were not tested in math.</p>	<p><u>TEST PARTICIPATION</u> (Quarterly) District universal screener (benchmark assessment) for 9th - 12th grade students will be administered 3 times per year.</p> <p>(Quarterly) Schools will complete a plan of compliance to ensure 100% participation.</p>
<p><u>EARLY WARNING SYSTEM</u> The percentage of students scoring at risk on the early warning system will decrease 10 percentage points from the first through the fourth quarter.</p>	<p><u>EARLY WARNING SYSTEM</u> The early warning system is based on total quality credits and other indicators predictive of successful completion. For the 2009-2010 school year, 30, 9th grade students were identified as repeaters. The frequent tracking of at risk students will provide immediate opportunities for intense targeted intervention services for those students.</p>	<p><u>EARLY WARNING SYSTEM</u> (Quarterly) Early warning system indicators will be reported after each grading period.</p> <p>Review Esis grade book data.</p>

**X. PLAN FOR USE OF FUNDS (cont'd.)
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<p><u>ATTENDANCE</u> Overall student attendance will increase by 10 percentage points from 62% to 72% by the completion of the 2010-2011 academic year.</p>	<p><u>ATTENDANCE/SUSPENSIONS/CLIMATE</u> Prolonged and frequent student absences result in instructional gaps. Teachers cannot provide quality instruction to students who are not in school on a daily basis. MAAI's 2009-2010 attendance rate was 62% compared to 63% in 2008-2009. National research shows evidence that several low performing high schools have shown substantial gains in student achievement in a short time (no more than three years). Examples of substantial gains in achievement are: reducing by at least 10 percentage points the proportion of students failing to meet state standards for proficiency in mathematics or reading; showing similar improvements in other measures of academic performance (such as lowering the dropout rate by 10 percentage points or more); (NCEE 2008-4020 U.S. Department of Education "Turning Around Chronically Low-Performing Schools", 2008).</p>	<p><u>ATTENDANCE/SUSPENSIONS/CLIMATE</u> (Monthly) Monthly comparison reports on attendance: last year to current year to date.</p>
<p><u>SUSPENSIONS</u> During the 2009-10 school year, 876 total suspensions occurred. 70% occurred in the learning environment. Suspensions from the learning environment will decrease by 10 percentage points from 70% to 60% by the completion of the 2010-2011 school year.</p>	<p><u>SUSPENSIONS</u> There is a direct correlation between attendance and suspension. Students who are suspended do not benefit from classroom instruction. The strongest predictor of suspension is student referred to the office for discipline. Research demonstrated a clear association between disciplinary exclusion or out of school suspension and further poor outcomes such as delinquency, substance abuse and school dropout (Hickey, D., 2004).</p>	<p><u>SUSPENSIONS</u> (Monthly) Monthly comparison report on student suspension for learning environment disruptions: last year to current year to date. Monthly comparison report on disciplinary referrals to the office for learning environment disruptions: last year to current year to date.</p>
<p><u>TEACHER ABSENCES</u> The average number of teacher absences will decrease by an average of 3 days each year for 2010-2011 from 11 to 8.</p>	<p><u>TEACHER ABSENCES</u> Teacher absenteeism is defined as any time a classroom teacher is not in the builidnign providing instruction to students. Although frequently unavoidable, absenteeism disrupts the pace and flow of instruction. The 25 teachers at MAAI averaged 11.26 days of absence over the past two years.</p>	<p><u>TEACHER ABSENCES</u> (Quarterly) Teacher absence rate report.</p>

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<p>2011-12 <u>WKCE</u> By the close of the 2011-2012 school year, the proficiency rate in math will be 23% as measured on the November, 2011 WKCE.</p>	<p><u>WKCE</u> Milwaukee African American Immersion's WKCE data for the past two years demonstrates the following as it relates to students who were enrolled during the testing window: in 2008-2009, 85% of the students were not proficient. In 2009-2010, 92% of the students were not proficient.</p>	<p><u>WKCE</u> (Annually) Wisconsin Knowledge Concepts Examination (WKCE) will be administered in November.</p>
<p><u>BENCHMARKS</u> The number of 10th-12th grade students scoring proficient/advanced on the MPS approved universal screener will increase an average of 10 percentage points from September through May.</p>	<p><u>BENCHMARKS</u> The range of mean scale scores on the 2009-2010 Discovery Learning Think Link Benchmark (universal screener) in reading for 9th grades average scale score growth from: Test A (290) to Test B (314) (+24), Test B (314) to Test C (315) (+1). Overall average scale score growth increased 25 points. The 2010-2011 universal screener will be required of all 9th – 12th grade students. This change in the screener will allow schools to make data driven decisions for all students.</p>	<p><u>BENCHMARKS</u> (Quarterly) District universal screener (benchmark assessment for 9th -12th grade students will be administered 3 times per year. (Weekly) Review of Esis grade book data. (Monthly) Formative assessments aligned to the standards.</p>
<p><u>TEST PARTICIPATION</u> 100% of students will participate in the universal screener.</p>	<p><u>TEST PARTICIPATION</u> Student test participation on the 9th grade Discovery Learning Think Link Benchmark test has been less than 95%. The March 2010 benchmark participation at MAAI indicated 23% of the students were not tested in math.</p>	<p><u>TEST PARTICIPATION</u> (Quarterly) District universal screener (benchmark assessment) for 9th - 12th grade students will be administered 3 times per year. (Quarterly) Schools will complete a plan of compliance to ensure 100% participation.</p>
<p><u>EARLY WARNING SYSTEM</u> The percentage of students scoring at risk on the early warning system will decrease 10 percentage points from the first through the fourth quarter.</p>	<p><u>EARLY WARNING SYSTEM</u> The early warning system is based on total quality credits and other indicators predictive of successful completion. For the 2009-2010 school year, 30, 9th grade students were identified as repeaters. The frequent tracking of at risk students will provide immediate opportunities for intense targeted intervention services for those students.</p>	<p><u>EARLY WARNING SYSTEM</u> (Quarterly) Early warning system indicators will be reported after each grading period. Review Esis grade book data.</p>

**X. PLAN FOR USE OF FUNDS (cont'd.)
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<p><u>ATTENDANCE</u> Overall student attendance will increase by 10 percentage points from 72% to 82% by the completion of the 2011-2012 academic year.</p>	<p><u>ATTENDANCE/SUSPENSIONS/CLIMATE</u> Prolonged and frequent student absences result in instructional gaps. Teachers cannot provide quality instruction to students who are not in school on a daily basis. MAAI's 2009-2010 attendance rate was 62% compared to 63% in 2008-2009. National research shows evidence that several low performing high schools have shown substantial gains in student achievement in a short time (no more than three years). Examples of substantial gains in achievement are: reducing by at least 10 percentage points the proportion of students failing to meet state standards for proficiency in mathematics or reading; showing similar improvements in other measures of academic performance (such as lowering the dropout rate by 10 percentage points or more); (NCEE 2008-4020 U.S. Department of Education "Turning Around Chronically Low-Performing Schools", 2008).</p>	<p><u>ATTENDANCE/SUSPENSIONS/CLIMATE</u> (Monthly) Monthly comparison reports on attendance: last year to current year to date.</p>
<p><u>SUSPENSIONS</u> Suspensions from the learning environment will decrease by 10 percentage points from 60% to 50% by the completion of the 2011-2012 school year.</p>	<p><u>SUSPENSIONS</u> There is a direct correlation between attendance and suspension. Students who are suspended do not benefit from classroom instruction. The strongest predictor of suspension is student referred to the office for discipline. Research demonstrated a clear association between disciplinary exclusion or out of school suspension and further poor outcomes such as delinquency, substance abuse and school dropout (Hickey, D., 2004).</p>	<p><u>SUSPENSIONS</u> (Monthly) Monthly comparison report on student suspension for learning environment disruptions: last year to current year to date. Monthly comparison report on disciplinary referrals to the office for learning environment disruptions: last year to current year to date.</p>
<p><u>TEACHER ABSENCES</u> The average number of teacher absences will decrease by an average of 3 days each year for 2011-2012 from 8 to 5.</p>	<p><u>TEACHER ABSENCES</u> Teacher absenteeism is defined as any time a classroom teacher is not in the builidnign providing instruction to students. Although frequently unavoidable, absenteeism disrupts the pace and flow of instruction. The 25 teachers at MAAI averaged 11.26 days of absence over the past two years.</p>	<p><u>TEACHER ABSENCES</u> (Quarterly) Teacher absence rate report.</p>

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<p>2012-13 <u>WKCE</u> By the close of the 2012-2013 school year, the proficiency rate in math will be 33% as measured on the November, 2012 WKCE.</p>	<p><u>WKCE</u> Milwaukee African American Immersion's WKCE data for the past two years demonstrates the following as it relates to students who were enrolled during the testing window: in 2008-2009, 85% of the students were not proficient. In 2009-2010, 92% of the students were not proficient.</p>	<p><u>WKCE</u> (Annually) Wisconsin Knowledge Concepts Examination (WKCE) will be administered in November.</p>
<p><u>BENCHMARKS</u> The number of 10th-12th grade students scoring proficient/advanced on the MPS approved universal screener will increase an average of 10 percentage points from September through May.</p>	<p><u>BENCHMARKS</u> The range of mean scale scores on the 2009-2010 Discovery Learning Think Link Benchmark (universal screener) in reading for 9th grades average scale score growth from: Test A (290) to Test B (314) (+24), Test B (314) to Test C (315) (+1). Overall average scale score growth increased 25 points. The 2010-2011 universal screener will be required of all 9th – 12th grade students. This change in the screener will allow schools to make data driven decisions for all students.</p>	<p><u>BENCHMARKS</u> (Quarterly) District universal screener (benchmark assessment for 9th -12th grade students will be administered 3 times per year. (Weekly) Review of Esis grade book data. (Monthly) Formative assessments aligned to the standards.</p>
<p><u>TEST PARTICIPATION</u> 100% of students will participate in the universal screener.</p>	<p><u>TEST PARTICIPATION</u> Student test participation on the 9th grade Discovery Learning Think Link Benchmark test has been less than 95%. The March 2010 benchmark participation at MAAI indicated 23% of the students were not tested in math.</p>	<p><u>TEST PARTICIPATION</u> (Quarterly) District universal screener (benchmark assessment) for 9th - 12th grade students will be administered 3 times per year. (Quarterly) Schools will complete a plan of compliance to ensure 100% participation.</p>
<p><u>EARLY WARNING SYSTEM</u> The percentage of students scoring at risk on the early warning system will decrease 10 percentage points from the first through the fourth quarter.</p>	<p><u>EARLY WARNING SYSTEM</u> The early warning system is based on total quality credits and other indicators predictive of successful completion. For the 2009-2010 school year, 30, 9th grade students were identified as repeaters. The frequent tracking of at risk students will provide immediate opportunities for intense targeted intervention services for those students.</p>	<p><u>EARLY WARNING SYSTEM</u> (Quarterly) Early warning system indicators will be reported after each grading period. Review Esis grade book data.</p>

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Milwaukee African American
Immersion High School**

<p><u>ATTENDANCE</u></p> <p>Overall student attendance will increase by 10 percentage points from 82% to 92% by the completion of the 2012-2013 academic year.</p>	<p><u>ATTENDANCE/SUSPENSIONS/CLIMATE</u></p> <p>Prolonged and frequent student absences result in instructional gaps. Teachers cannot provide quality instruction to students who are not in school on a daily basis.</p> <p>MAAI's 2009-2010 attendance rate was 62% compared to 63% in 2008-2009.</p> <p>National research shows evidence that several low performing high schools have shown substantial gains in student achievement in a short time (no more than three years). Examples of substantial gains in achievement are: reducing by at least 10 percentage points the proportion of students failing to meet state standards for proficiency in mathematics or reading; showing similar improvements in other measures of academic performance (such as lowering the dropout rate by 10 percentage points or more); (NCEE 2008-4020 U.S. Department of Education "Turning Around Chronically Low-Performing Schools", 2008).</p>	<p><u>ATTENDANCE/SUSPENSIONS/CLIMATE</u></p> <p>(Monthly)</p> <p>Monthly comparison reports on attendance: last year to current year to date.</p>
<p><u>SUSPENSIONS</u></p> <p>Suspensions from the learning environment will decrease by 10 percentage points from 50% to 40% by the completion of the 2012-2013 school year.</p>	<p><u>SUSPENSIONS</u></p> <p>There is a direct correlation between attendance and suspension. Students who are suspended do not benefit from classroom instruction.</p> <p>The strongest predictor of suspension is student referred to the office for discipline.</p> <p>Research demonstrated a clear association between disciplinary exclusion or out of school suspension and further poor outcomes such as delinquency, substance abuse and school dropout (Hickey, D., 2004).</p>	<p><u>SUSPENSIONS</u></p> <p>(Monthly)</p> <p>Monthly comparison report on student suspension for learning environment disruptions: last year to current year to date.</p> <p>Monthly comparison report on disciplinary referrals to the office for learning environment disruptions: last year to current year to date.</p>
<p><u>TEACHER ABSENCES</u></p> <p>The average number of teacher absences will decrease by an average of 3 days each year for 2012-2013 from 5 to 2.</p>	<p><u>TEACHER ABSENCES</u></p> <p>Teacher absenteeism is defined as any time a classroom teacher is not in the builidnign providing instruction to students. Although frequently unavoidable, absenteeism disrupts the pace and flow of instruction.</p> <p>The 25 teachers at MAAI averaged 11.26 days of absence over the past two years.</p>	<p><u>TEACHER ABSENCES</u></p> <p>(Quarterly)</p> <p>Teacher absence rate report.</p>

X. PLAN FOR USE OF FUNDS (cont'd.)
B. Plan for Implementation of Restart Model
Milwaukee African American
Immersion High School

Describe the LEA's rigorous review process for selecting a charter school operator, a charter management organization (CMO), or an education management organization (EMO).

Funds Requested for 2010-11: \$590,768

Activities for 2010-11	<i>Tab from last cell below to add additional rows.</i>	Timelines
Create a transition team.		June 2010
An administrative reform coach will serve as the district leadership individual who work with the community and the school, write RFP's and secure a vendor for either the CMO or the EMO to restart Milwaukee African American Immersion High School.		September 2010
Establish a regular meeting schedule with printed agendas and official minutes kept to document the actions of the team.		June 2010
Disband the transition team after a highly qualified charter vendor is in place and a charter board is established to carry on the work of preparing for the 2010-11 school year.		November 2010
Establish an ongoing collaborative restart team to work with the EMO provider to develop the educational plan and specific requirements for the school.		November 1, 2010 through June 1, 2011
Have the restart team work collaboratively with the Zilber Family Foundation as they provide ongoing technical support in the writing of the RFP for a CMO/EMO that would be of high quality and with a proven track record of student success in a large urban setting.		Late June-early July 2010
Post the completed RFP for three weeks		July 2010
All responses to the RFP will be reviewed by a team of national reviewers made up of experts in the field with technical assistance for the process given by the Zilber Family Foundation. The national review team will select three finalists (Appendix M).		August 2010
The three finalists, as determined by the national review panel, will be submitted to a community group organized by Walnut Way to determine the charter vendor that will be submitted to the MPS Board of Directors for approval.		Late August/September 2010
Contract specifics for the selected vendor will be drafted and the vendor's board will be put in place.		September/October 2010
Other LEA Activities		
Funds Requested for 2010-11: \$0		
Activities for 2010-11	<i>Tab from last cell below to add additional rows.</i>	Timelines
The High School Universal Screener will be put into place to identify at-risk students. Parents will receive information regarding strategies they can use to assist their children in school. A series of parent meetings will be held to help parents link universal screener data to the academic performance of their children.		August 2010
Utilize the May benchmark results to identify the non-proficient regular and special education readers and program them into the Read 180 intervention class. Provide six week progress reports that coincide with the High School Universal Screener check-point dates.		August 2010 with six week review dates.
Establish a six week review process of the High School Universal Screener to identify, track and provide high yield strategies to address the needs of at-risk students.		August 2010 with six week review dates.
Implement the use of the district Learning at a Glance walk through tool with fidelity.		August 2010
Utilize the regional administrative team members to monitor the use of the Learning at a Glance walk through tool, High School Universal Screening program to identify at-risk students, Read 180, Language! and RtI programs for students attending MAAI during the 2010-11 school year.		September –June 2010/11
Guidance Counselor <ul style="list-style-type: none"> • Assist students with graduation requirements. • Work with families to develop an understanding of the restart reform efforts. 		September 2010-June 2011

X. PLAN FOR USE OF FUNDS (cont'd.)
B. Plan for Implementation of Restart Model
Milwaukee African American
Immersion High School

Describe the LEA's rigorous review process for selecting a charter school operator, a charter management organization (CMO), or an education management organization (EMO).	
<ul style="list-style-type: none"> • Assist with the design plan for the changing curricular models. 	
All corrective action requirements will be adhered to within the required timeline.	September 2010-June 2013
<p>A Restart School consisting of ninth graders as well as continuing students from Milwaukee African American Immersion in the 2011-12 school year. The school will have the following components:</p> <ul style="list-style-type: none"> • High yield research based instructional strategies that positively impact student achievement. • Wrap around community and family supports • Ongoing professional development and technical support for staff • Implementation of district mandates including: <ul style="list-style-type: none"> ○ RtI ○ PBIS ○ MPS Ed Stat ○ Learning Teams ○ Comprehensive Literacy Plan 	September, 2011
Staff will participate in all required professional development related to the Comprehensive Literacy Plan. Summer and Saturday academies focused on the Comprehensive Literacy Plan will be made available to all staff.	September 2010-June 2013
The school is a part of the regional parent governance council efforts to improve student attendance.	September 2010-June 2013
The school is a part of the regional efforts to support restorative practices for conflict resolution.	September 2010-June 2013
The school will follow district procedures for obtaining in-school, district and local university sponsored mentors for all initial educators.	September 2010-June 2013

X. PLAN FOR USE OF FUNDS
C. Plan for Implementation of Closure Model
Downtown Institute of Arts and Letters

Instructions: Use this template to describe activities and timelines to implement the Closure Model for selected Tier I or Tier II schools. Complete a plan for each Tier I or Tier II school implementing this model. If you need additional space, download additional Plan for Use of Funds pages from the DPI website at <http://dpi.wi.gov/forms/doc/f9550-ssif-c-addpage.doc>. You may download/copy this document as many times as needed to accommodate additional pages.

School Name

Downtown Institute of Arts and Letters (DIAL)

Requirement: LEA's plans to ensure students are enrolled in schools in the LEA that are higher achieving.

Funds Requested for 2010-11: \$5,000

Activities for 2010-11	<i>Tab from last cell below to add additional rows.</i>	Timelines
Communications through postage for mailings, postcards, letters and other announcements to students, families and staff.		July 2010-September 1, 2010
80 clerical (additional hours) and 80 administrative hours (part-time certificated) to follow up on the assignment of students to new higher achieving school locations and transfer of records to those schools.		July 2010- September 1, 2010
DIAL is closing. Students will be offered the opportunity to enroll in Milwaukee Education Center and creating a newly merged school at the same site for students in grades 7-12. Further fine arts opportunities are being explored with Milwaukee High School of the Arts. DIAL staff will be offered an opportunity to join the academic faculty of the Milwaukee Education Center.		July 2010-September 1, 2010

Other LEA Activities

Funds Requested for 2010-11: \$0

Activities for 2010-11	<i>Tab from last cell below to add additional rows.</i>	Timelines

X. PLAN FOR USE OF FUNDS
C. Plan for Implementation of Closure Model
Foster and Williams School of the
Visual Arts and Communications

Instructions: Use this template to describe activities and timelines to implement the Closure Model for selected Tier I or Tier II schools. Complete a plan for each Tier I or Tier II school implementing this model. If you need additional space, download additional Plan for Use of Funds pages from the DPI website at <http://dpi.wi.gov/forms/doc/f9550-ssif-c-addpage.doc>. You may download/copy this document as many times as needed to accommodate additional pages.

School Name

Foster and Williams School of the Visual Arts and Communications

Requirement: LEA's plans to ensure students are enrolled in schools in the LEA that are higher achieving.

Funds Requested for 2010-11: \$5,000

Activities for 2010-11	<i>Tab from last cell below to add additional rows.</i>	Timelines
Communications through postage for mailings, postcards, letters and other announcements to students, families and staff.		July 2010- September 1, 2010
80 clerical (additional hours) and 80 administrative hours (part-time certificated) to follow up on the assignment of students to new higher achieving school locations and transfer of records to those schools.		July 2010- September 1, 2010

Other LEA Activities

Funds Requested for 2010-11: \$0

Activities for 2010-11	<i>Tab from last cell below to add additional rows.</i>	Timelines
The Deaf and Hard of Hearing program was moved to Rufus King High School for the College Bound in January 2010. The program was moved in tact including the staff and students. Rufus King High School for the College Bound is a higher performing school.		January 2010

X. PLAN FOR USE OF FUNDS
C. Plan for Implementation of Closure Model
Washington High School of Law,
Education and Public Service

Instructions: Use this template to describe activities and timelines to implement the Closure Model for selected Tier I or Tier II schools. Complete a plan for each Tier I or Tier II school implementing this model. If you need additional space, download additional Plan for Use of Funds pages from the DPI website at <http://dpi.wi.gov/forms/doc/f9550-ssif-c-addpage.doc>. You may download/copy this document as many times as needed to accommodate additional pages.

School Name

Washington High School of Law, Education and Public Service

Requirement: LEA's plans to ensure students are enrolled in schools in the LEA that are higher achieving.

Funds Requested for 2010-11: \$5,000

Activities for 2010-11	<i>Tab from last cell below to add additional rows.</i>	Timelines
Communications through postage for mailings, postcards, letters and other announcements to students, families and staff.		July 2010- September 1, 2010
80 clerical (additional hours) and 80 administrative hours (part-time certificated) to follow up on the assignment of students to new higher achieving school locations and transfer of records to those schools.		July 2010- September 1, 2010

Other LEA Activities

Funds Requested for 2010-11: \$0

Activities for 2010-11	<i>Tab from last cell below to add additional rows.</i>	Timelines

X. PLAN FOR USE OF FUNDS
C. Plan for Implementation of Closure Model
W.E.B. DuBois High School

Instructions: Use this template to describe activities and timelines to implement the Closure Model for selected Tier I or Tier II schools. Complete a plan for each Tier I or Tier II school implementing this model. If you need additional space, download additional Plan for Use of Funds pages from the DPI website at <http://dpi.wi.gov/forms/doc/f9550-ssif-c-addpage.doc>. You may download/copy this document as many times as needed to accommodate additional pages.

School Name

W.E.B. DuBois High School

Requirement: LEA's plans to ensure students are enrolled in schools in the LEA that are higher achieving.

Funds Requested for 2010-11: \$5,000

Activities for 2010-11	<i>Tab from last cell below to add additional rows.</i>	Timelines
Communications through postage for mailings, postcards, letters and other announcements to students, families and staff.		July 2010- September 1, 2010
80 clerical (additional hours) and 80 administrative hours (part-time certificated) to follow up on the assignment of students to new higher achieving school locations and transfer of records to those schools.		July 2010- September 1, 2010

Other LEA Activities

Funds Requested for 2010-11: \$0

Activities for 2010-11	<i>Tab from last cell below to add additional rows.</i>	Timelines