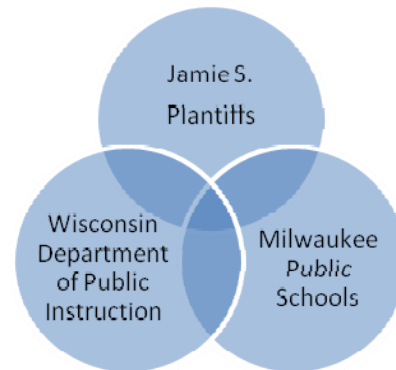




Human Development Center – The Louisiana University Affiliated Program
The Office for the Independent Expert – Jamie S. Settlement Agreement
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**First Progress Report on Implementation of the Compliance Plan (2.20.10)
In Partial Fulfillment of Requirements of the Jamie S. Settlement Agreement**



(February 20, 2010)

**W. Alan Coulter, Ph.D., Independent Expert
Office for the Jamie S. Settlement Agreement
LSU Health Sciences Center**

Introduction

The purpose of this document is to describe, to date, the action steps and other critical elements of the Compliance Plan taken by the Wisconsin Department of Public Instruction (DPI) in its efforts to support improved results in the Milwaukee Public Schools (MPS) and the results of these actions. This report documents the efforts of DPI to conform to the provisions of the Jamie S. Settlement Agreement as specified in the Compliance Plan. The Compliance Plan is a collaborative product developed by the Wisconsin Department of Public Instruction and the Independent Expert and is designed, when fully implemented, to achieve and sustain better results for students in MPS and their families. The Settlement Agreement requires the Compliance Plan to contain the following elements: I.B.Fii. “(a) Annual benchmarks, as defined in section I.A., above, to be achieved by the conclusion of the plan year when appropriate; (b) Action steps to be taken to achieve the annual benchmarks; (c) Responsible staff for implementing the action steps; (d) The evidence that will be maintained to establish that the action step has been completed; (e) The approximate date by which the action step will be completed; (f) The date and method by which the results of each action step will be reported to the Independent Expert; (g) The dates which the measurement periods under section I.A. of this Agreement will include” (*Jamie S. Settlement Agreement, February 27, 2008, p. 10-11*).

The Compliance Plan specifies that the DPI will provide the Independent Expert, Dr. W. Alan Coulter, data and information related to action steps described in the plan. The Compliance Plan specifies dates by which these data and information are to be provided to the Independent Expert. These data and information are compiled and analyzed by the Independent Expert and his staff in order to report on the progress being made in implementation of the Compliance Plan. Reports by the Independent Expert are provided to Disability Rights of Wisconsin (DRW) one week in advance of final issuance of the report.

Executive Summary

The Wisconsin Department of Public Instruction has been an active and fully participative partner with the Independent Expert to initiate implementation of the Compliance Plan. Communication has been frequent, open, and genuine in the intent to fully implement all elements of the Compliance Plan within the corrective actions requirements for MPS. The first months of implementation of any long-term plan (2009-2017) will involve initial efforts to refine relationships, set new ground rules, and orient all parties to the structure and process of planned activities. The Compliance Plan, in its initial activities and completion dates, allowed time for the start of a wide range of efforts and anticipated a somewhat slow start. This first report is based on a shorter time frame (September 17, 2009 to January 15, 2010) than will occur for any subsequent report. Further, the DPI has requested and received clarification from the Independent Expert on what data and information were expected for this and subsequent reports. Inevitably, this first report will lead to greater clarity in what is required of DPI for reporting. The Independent Expert is confident that DPI will provide all variations of data and information necessary to document progress.

In communications, including meetings between the DPI, the Independent Expert and his staff, DPI has reported on the frequent interactions that have occurred between DPI and MPS. DPI has reported that the efforts to engage MPS on the Compliance Plan, incorporated as Section 2 into a larger set of corrective action requirements, have been labor intensive and often fraught with challenges and resistance. The Independent Expert is

aware that DPI is taking steps to increase MPS' awareness of its responsibilities to comply with DPI requirements for corrective actions. Further, DPI has notified MPS of the consequence if MPS fails to implement all corrective action requirements as indicated by meeting performance benchmarks. The Independent Expert or his staff, with only one exception, has not been an observer or participant in these meetings or other activities per the request of DPI. Therefore, progress on the activities of the Compliance Plan can only be evaluated based on the data and information provided by DPI to the Independent Expert and not direct observation. The Independent Expert and his staff expect to have frequent and productive interactions with DPI on-site in MPS in the coming months as further clarification of Section 2 occurs. The Chief of Staff, Alisia Moutry, for the Independent Expert is routinely available to attend meetings, observe proceedings, offer information and consultation, and generally facilitate implementation of the Compliance Plan. Meetings have been scheduled between DPI and the Independent Expert and his staff for the coming months and it is anticipated that some of these future meetings will include MPS. If more meetings are needed in the next few months, these can be scheduled.

Summatively, the data and information contained in this report provided by DPI lacked complete documentation of communications between DPI and MPS (only one meeting agenda and five examples of communications were provided by DPI) and are insufficient to substantiate adequate progress in beginning implementation of the Compliance Plan. There is a lack of substantive documentation on efforts by MPS to engage in the activities required by DPI. Rather, there is a repetitive use of overview-type documents such as "Ed Stat Overview, Spectrum K-12, Professional Development Monthly Principal and School Leader Meeting Schedule" which do little to provide a comprehensive picture of the efforts required in the Compliance Plan. Generally, there is a lack of specific timelines for what is planned or explicit criteria for what is expected of MPS with one exception. MPS provided a schedule of implementation for PBIS (DPI Document A-12 #2). That one exception is a schedule provided by MPS that describes substantially less effort than that required in the corrective action requirements. Hopefully, the schedule offered by MPS is not an indication of resistance to DPI's corrective action requirements.

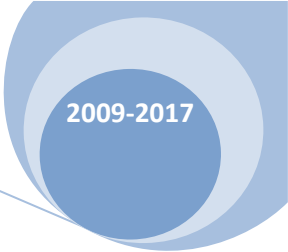
Action items for which no documentation was provided include MPS Policy Development for universal screening, Highly Qualified Teachers (A4, A7, A8), Parent/Community Involvement (E2, E3), and Implementation Integrity (A3, C2, C3). Little information was provided on efforts by MPS to develop needed policies, as specified in the Compliance Plan. There was no documentation on the number of Highly Qualified Teachers by school. Indeed little information was provided about teachers that could serve as a basis for analysis of needs or efforts to support teachers with specific needs. Particularly disappointing is the lack of a well-defined and carefully documented Literacy Plan for MPS students. An initial draft of a literacy plan was reviewed in the summer of 2009 and found to be woefully inadequate on specificity, scope, and scholarly supporting evidence. It should be noted that DPI has reported that it is providing technical assistance to MPS so that a more satisfactory literacy plan can be written and provided for review in March.

The data and information provided to the Independent Expert on the first four months of efforts indicate that while some progress has been made, a much higher level of effort by DPI will be required in the next six months (January, 2010 to June, 2010) to achieve a level of progress commensurate with the requirements of the first year of the Compliance Plan. The lack of an acceptable literacy plan at this time in the school year and a schedule of implementation for PBIS that does not reflect the schedule specified in corrective action requirements may portend a serious and

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willful defiance by MPS of the Compliance Plan and Section 2 of the corrective action requirements or it may simply reflect that more time was needed to fully initiate the plan. DPI, in the first four months, has given MPS generous time to initiate implementation. The Independent Expert is hopeful and willing to support DPI in taking whatever steps are necessary and within its authority to ensure that MPS meets the requirements and benchmarks of the Compliance Plan for the first year as will be indicated by substantially more documentation on June 15, 2010.

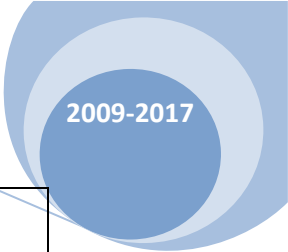


Detail Describing Documentation of Progress in Implementation

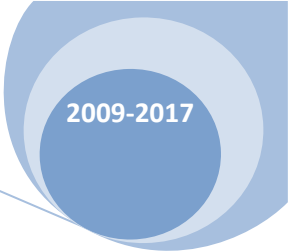
Literacy (A#1-4)

DIFI Action #	Action Steps	Reporting Method	Date of Reporting	From DPI to Independent Expert for the First Report
II. A. 1.	A-1. Instruction in reading for all students maximizing instructional time, as defined by: a) Implementing a 90-minute reading block for grades K-3 b) Implement 60 minute blocks in reading in grades 4-8 in all schools. c) Implement reading intervention courses for grades 9-12 in 50% of schools in 2009-10; remaining 50% in 2010-11.	1. Copies of schedules and reports of verification by DPI.	January 15, 2010; Sept. 30, 2010	Sample schedules from schools How does DPI propose to collect data over time? Received on 1.15.10 <ul style="list-style-type: none"> • <i>Summary Report</i> • <i>nstructional Minutes in Reading and Math September, 2009 Principal Survey October through December, 2009 DIFI Supervisor School Observations</i> • <i>DIFI supervisor observations</i>
II. A. 1.	A-2. Instruction in reading for all students using scientific research-based curricula as defined by the comprehensive district-wide plan for literacy that is evidence-based and standards-based, well articulated across levels, uses a limited number of programs (which was part of the 2008-09 corrective action requirements), and is approved by DPI and the Independent Expert.	Semi-Annual Report to DPI & the Independent Expert on the Implementation of the MPS DIFI CAR.	January 15, 2010	A list of school with some indication of how each school is following what's in the literacy plan. Description of DPI support, MPS progress (where they stand and what they have planned) and timeline of completion. Received on 1.15.10 <ul style="list-style-type: none"> • <i>Summary Report</i> • <i>Letter from State Superintendent to MPS Superintendent regarding Literacy Plan on 8.27.09</i> • <i>MPS Literacy Plan Meeting Agenda for 11.13.09</i> • <i>Literacy Plan Follow up email 12.8.10</i>
	A-3. Instruction in reading for all students provided by highly qualified teachers as defined by ESEA.	Semi-Annual Report to DPI & the Independent Expert	January 15, 2010; June 1, 2010.	A report (by school, by teacher) by school that tells us that the teachers meet the definition of highly qualified. Description of DPI support, MPS progress (where

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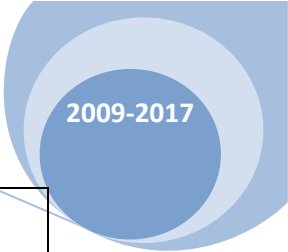
				<p>they stand and what they have planned) and timeline of completion.</p> <p><u>Received on 1.15.10</u> •Summary report</p>
	<p>A-4. Instruction in reading for all students is monitored for implementation integrity using measures approved by the Independent Expert.</p>	<p>Semi-Annual Report to DPI & the Independent Expert</p>	<p>January 15, 2010; June 1, 2010.</p>	<p>The measures don't exist.</p> <p>Summarize discussion DPI had with MPS regarding implementation integrity and describe the plan (Troy & Jennifer)</p> <p>What measures will MPS use, what is the methodology for using and giving feedback and what does the data say?</p> <p><u>Received on 1.15.10</u> •Summary report</p>
<p>A#1-4 Observations: <i>Reported to DPI, the MPS DIFI supervisors observed complete blocks at school buildings to monitor the instructional minutes as well as to begin to check for quality of instruction. DPI provided DIFI Supervisor observation reports documenting the number of minutes students were instructed in reading and instruction. In addition, MPS provided DPI with an October – December 2009 report that identified the principals' survey responses and the DIFI supervisor observations. The MPS October – December report stated that 92 schools had met the criteria for the instructional minutes, one required more observations, and three did not meet the criteria. No documentation was offered describing the administrative actions taken for schools not meeting minimum criteria.</i> <i>MPS has not produced a comprehensive, written implementation plan for DPI related to literacy and Response to Intervention (RtI). DPI provided one meeting agenda and an email communication to demonstrate DPI's expectation of MPS to receive the final draft of the literacy plan on or before March 1, 2010. It was also reported that MPS provided DPI with the PI-9550-IIC, Highly Qualified Teacher Plan, nevertheless, this document was not provided to the Independent Expert. DPI did not provide any documentation for action steps # A3&4.</i></p>				



Numeracy (A#5-8)

DIFI Action #	Action Steps	Reporting Method	Date of Reporting	From DPI to Independent Expert for the First Report
II. A. 3	A.5. Instruction in mathematics for all students using scientific research-based curricula based on state standards, Continue implementation of a district-wide plan for mathematics instruction that uses a limited number of programs approved by the Independent Expert as part of the MPS System of Early Intervening Services.	Semi-Annual Report to DPI & the Independent Expert	January 15, 2010; June 1, 2010.	A list of schools with some indication of how each school is following what's in the mathematical plan. Copy of Math Plan List of Programs <u>Received on 1.15.10</u> <ul style="list-style-type: none"> • <i>Summary Report</i> • <i>Milwaukee Mathematics Partnership Program description (#1)</i> • <i>List of Math Course Names, Book and/or Programs being used.</i> • <i>2009-2010 Math Teacher Leaders School Assignment List with Math Test Listed (#3)</i>
	A.6. Instruction in mathematics for all students maximizing instructional time as defined by: Implement 60-minute mathematics block for grades K-3; Implement 60 minute blocks in mathematics in grades 4-8 in all schools.	Copies of schedules and reports of verification by DPI. Semi-Annual Report to DPI & the Independent Expert	January 15, 2010; June 1, 2010.	A list of schools with some indication of how each school is following what's in the mathematical plan. Implementation Measure and Methodology, Any data collected. List of Programs <u>Received on 1.15.10</u> <ul style="list-style-type: none"> • <i>Summary Report</i> • <i>DIFI Supervisor Observations (October – December 2009) Report</i>
	A.7. Instruction in mathematics for all students provided by highly qualified teachers.	Semi-Annual Report to DPI & the Independent Expert	January 15, 2010; June 1, 2010.	A report (by school, by teacher) by school that tells us that the teachers meet the definition of highly qualified. <u>Received on 1.15.10</u> <ul style="list-style-type: none"> • <i>Summary Report</i>

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	A-8. Instruction in mathematics for all students monitored for implementation integrity with measures approved by the Independent Expert.	Semi-Annual Report to DPI & the Independent Expert	January 15, 2010; June 1, 2010.	<p>The measures don't exist.</p> <p>Description of DPI support, MPS progress (where they stand and what they have planned) and timeline of completion. (Troy, Jackie & Scott) Received on 1.15.10 •Summary Report</p>
<p>A#5-8 Observations: <i>DPI provided a copy of the Milwaukee Mathematics Partnership Program (MMP) description. The MMP has been in existence since 2003 with the aim of improving mathematics for all MPS children. The document included the MMP executive summary/background, the role of the Math Teacher Leaders, elements and timeline for professional development for mathematics, expected collaborative team efforts and transition plan for post-secondary education. DPI provided a list of the Math Teacher Leaders' case-load and district math test. DPI provided DIFI Supervisor observation reports documenting the number of minutes students were instructed in mathematics and instruction. In addition, MPS provided DPI with an October – December 2009 report that identified the principals' survey responses and the DIFI supervisor observations. The MPS October – December report stated that 92 schools had met the criteria for the instructional minutes, one required more observations, and three did not meet the criteria. DPI did not provide any documentation for action steps # A7 &8.</i></p>				

Behavior (A#9-13)				
DIFI Action #	Action Steps	Reporting Method	Date of Reporting	From DPI to Independent Expert for the First Report
	A-9. Instruction in positive behaviors for all students attending one of the initial 30 schools implementing PBIS during the 2009-10 school year based on standards that conform to concepts consistent with Positive Behavior Intervention and Support (www.PBIS.org) and are approved by the Independent Expert.	Semi-Annual Report to DPI & the Independent Expert	January 15, 2010; June 1, 2010.	<p>What does the instruction look like during a school day?</p> <p>Collect sample lesson plans that show explicit instruction from all 30 schools. Received on 1.15.10 •Summary Report •List of Trained PBIS schools (#1) •Cool Tools-Behavior Lessons (#2-15). •Procedures for developing the second cohort of schools (#16).</p>

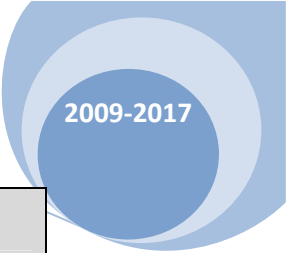
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<p>A-10. Instruction in positive behaviors for all students attending one of the initial 30 schools implementing PBIS during the 2009-10 school year maximizing instructional time.</p>	<p>Semi-Annual Report to DPI & the Independent Expert</p>	<p>January 15, 2010; June 1, 2010.</p>	<p>How long is the instruction during the school day? Received on 1.15.10 <ul style="list-style-type: none"> •Summary Report •Safety Survey in Spring 2010 (#1) </p>
<p>A-11. Instruction in positive behaviors for all students attending one of the initial 30 schools implementing PBIS during the 2009-10 school year using scientific research-based curricula.</p>	<p>Semi-Annual Report to DPI & the Independent Expert</p>	<p>January 15, 2010; June 1, 2010.</p>	<p>Description from lesson plan. Received on 1.15.10 <ul style="list-style-type: none"> •Summary Report •Cool Tools Lessons from a variety of schools (#1-12). </p>
<p>A-12. Instruction in positive behaviors for all students attending one of the initial 30 schools implementing PBIS during the 2009-10 school year provided by highly qualified teachers who have been appropriately trained and coached to implement the instruction.</p>	<p>Semi-Annual Report to DPI & the Independent Expert</p>	<p>January 15, 2010; June 1, 2010.</p>	<p>Listing of teachers by school and the amount of training and coaching. Received on 1.27.10 <ul style="list-style-type: none"> •Summary Report •List of PBIS schools with grade levels(#1) •Projected PBIS Cohort Time-table (#2) •OSEP Center on PBIS (2/17/09) Overview (#3) •PBIS School Expectations (#4) •PBIS Cohort 2: Procedure Guide (#5) •PBIS Cohort 2 Application for school wide implementation (#6) •PBIS Training Sign-In Sheets per school (#7) </p>
<p>A-13. Instruction in positive behaviors for all students attending one of the initial 30 schools implementing PBIS during the 2009-10 school year monitored for implementation integrity.</p>	<p>Semi-Annual Report to DPI & the Independent Expert</p>	<p>January 15, 2010; June 1, 2010.</p>	<p>Data from PBIS implementation measures Received on 1.15.10 <ul style="list-style-type: none"> •Summary Report •Safety Survey in Spring 2010 (#1) </p>

A#9-13 Observations:

Milwaukee Public Schools trained thirty schools in April 2009 in the universal tier of Positive Behavior Intervention Supports. DPI provided a list of MPS schools trained. MPS has worked with and been trained in Positive Behavior Intervention Supports under Lucille Eber, a regional trainer for the National PBIS Center. DPI provided Cool Tool lessons plans, based on input from the National PBIS Center for instruction in positive behaviors, from a variety of Milwaukee Public Schools. Documentation has been provided for the MPS procedures for developing the second cohort of schools and for the anticipated Safety Survey in the Spring of 2010. DPI provided a summary report and documentation for action step # A12 on January 27, 2010. The schedule for implementation of PBIS offered by MPS to DPI (document A-12 #2) describes a schedule of



implementation that does not meet the requirements of the Compliance Plan, and, as such, is wholly unacceptable.

Policy and Development on Assessment (A #14)

DIFI Action #	Action Steps	Reporting Method	Date of Reporting	From DPI to Independent Expert for the First Report
II. A. 4. II. C.	A-14. Develop a district-wide assessment policy and system which includes standards-based formative benchmarks, and summative assessments that allow analyses and reporting at the student, classroom, and school levels for literacy, numeracy, and behavior.	Semi-Annual Report to DPI & the Independent Expert	January 15, 2010; June 1, 2010.	<p>A description of the steps taken to develop the policy.</p> <p>Description of DPI support, MPS progress (where they stand and what they have planned) and timeline of completion.</p> <p><u>Received on 1.15.10</u></p> <ul style="list-style-type: none"> • Summary Report • 2009-2010 MPS Assessment Calendar Schedule (#1) • School Assessment Coordinator (SAC) Information Form(#2) • School Assessment Coordinator Responsibilities List (#3) • MPS School Leader Dashboard Instruction Handbook (#4) • EdStat program Workshop booklet (#5) • Spectrum K12 Overview (#6) • EdStat program power-point presentation-summer 2009 (#7) • Using Data Warehouse Reports-Instructions (#8)

A#14 Observations:

To date, DPI has received a proposed draft policy on Balanced Assessment that has not been reviewed nor scheduled to be reviewed by the MPS School Board. DPI did not provide the proposed draft policy on Balanced Assessment to the Independent Expert. DPI provided documentation of the MPS assessment calendar, assessment coordinators responsibility list, MPS EdStat & Spectrum K12 programs and trainings to provide data reporting and support for Response to Intervention. The EdStat documents provided information on the Process, Workshop Templates, Workshop Feedback and Support Survey, On-line Directions, and Printing School Improvement Plan Instructions. The EdStat power-point presentation dated 9.15.09 included an overview detailing the technology integration, roles and responsibilities. The Spectrum K12 documents provided an overview of that program.

Policy Development on Universal Screening (B #1 & G# 1)

Action #	Action Steps	Results & Reporting Method	Date of Reporting	From DPI to Independent Expert for the First Report
II. C.	B-1. Establish a district-wide policy and system to ensure universal screening data are collected, analyzed and used to modify Tier 1 instruction and identify students in need of additional support. Present the district-wide implementation plan at the November, 2009 MPS/DIFI meeting.	Semi-Annual Report to DPI & the Independent Expert	January 15, 2010; June 1, 2010.	<p>A description of the steps taken to develop the policy.</p> <p>Description of DPI support, MPS progress (where they stand and what they have planned) and timeline of completion.</p> <p>Received on 1.15.10</p> <ul style="list-style-type: none"> •Summary Report •2009-2010 MPS Assessment Calendar (#1) •PD Monthly principal and school leader meetings/activities planned for Sept-May (#2) •EdStat Process, Workshop Templates, Workshop Feedback and Support Survey, On-line Directions, and Printing School Improvement Plan Instructions. (#3) •Spectrum K12 Overview (#4)

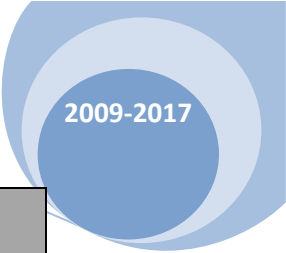
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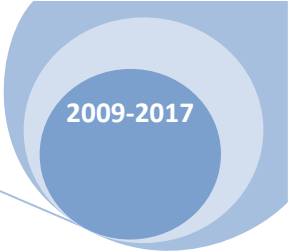
II. G.	G-1. MPS develops a comprehensive, district-wide policy directing all schools to implement universal screening in literacy, numeracy and behavior for all students.	Semi-Annual Report to DPI & the Independent Expert	January 15, 2010.	<p>A description of the steps taken to develop the policy disaggregated by schools. Received on 1.15.10</p> <ul style="list-style-type: none"> • <i>Summary Report</i> • <i>DPI Corrective Action Benchmark Assessment Student Participation Action Item Email dates 1.14.10</i>

Universal Screening for Literacy (B #2)

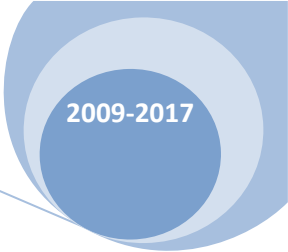
Action #	Action Steps	Results & Reporting Method	Date of Reporting	From DPI to Independent Expert for the First Report
II. B.	B-2. Universal screening of all K-8 students on reading conducted at least twice during the 2009-10 school year, to determine levels of need, and progress in performance in core instruction of reading.	Semi-Annual Report to DPI & the Independent Expert	January 15, 2010; June 1, 2010.	<p>Report of the data by school.</p> <p>Description of DPI support, MPS progress (where they stand and what they have planned) and timeline of completion. Received on 1.15.10</p> <ul style="list-style-type: none"> • <i>Summary Report</i> • <i>Discovery ThinkLink (#1).</i> • <i>PD Monthly principal and school leader meetings/activities planned for Sept-May (#2 & 3)</i>
<p>B#2 Observations: <i>DPI provided the Professional Development (PD) Monthly principal and school leader meetings/activities planned for Sept-May. DPI provided documentation on the Discovery ThinkLink. DPI also provided the MPS PD Monthly principal and school leader meetings/activities planned for Sept-May.</i></p>				



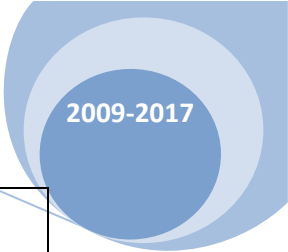
Universal Screening for Numeracy (B#3)				
Action #	Action Steps	Results & Reporting Method	Date of Reporting	From DPI to Independent Expert for the First Report
	B-3 Universal screening of all K-8 students on mathematics conducted at least twice during the 2009-10 school year, to determine levels of need, and progress in performance in core instruction of mathematics.	Semi-Annual Report to DPI & the Independent Expert	January 15, 2010; June 1, 2010.	<p>Report of the data by school.</p> <p>Description of DPI support, MPS progress (where they stand and what they have planned) and timeline of completion.</p> <p>Received on 1.15.10</p> <ul style="list-style-type: none"> •Summary Report •Discovery ThinkLink on Assessment Calendar (#1) •PD Monthly principal and school leader meetings/activities planned for Sept-May (#2) •EdStat Process, Workshop Templates, Workshop Feedback and Support Survey, On-line Directions, and Printing School Improvement Plan Instructions (#3) •DPI Corrective Action Benchmark Assessment Student Participation Action Item Email dates 1.14.10 (#4).
<p>B#3 Observations: DPI provided the Professional Development (PD) Monthly principal and school leader meetings/activities planned for Sept-May. DPI provided documentation on the Discovery ThinkLink. DPI provided the MPS PD Monthly principal and school leader meetings/activities planned for Sept-May. DPI provided documentation on the Discovery ThinkLink. DPI provided the MPS PD Monthly principal and school leader meetings/activities planned for Sept-May.</p>				



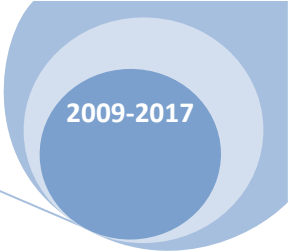
Universal Screening for Secondary Academics (B#4)				
Action #	Action Steps	Results & Reporting Method	Date of Reporting	From DPI to Independent Expert for the First Report
	B-4. Establish one consistent district-wide universal screening tool for each core academic course required for graduation for all students in grades 9-12 in all MPS schools by June 30, 2010. Screening tools must meet the standard of convincing evidence established by the National RtI Center.	Semi-Annual Report to DPI & the Independent Expert	January 15, 2010; June 1, 2010.	<p>A description of the steps taken to develop the policy. Data doesn't exist.</p> <p>Description of DPI support, MPS progress (where they stand and what they have planned) and timeline of completion.</p> <p>Received on 1.15.10</p> <ul style="list-style-type: none"> •Summary Report •Middle School Screening Flow Chart (#1) •High School Screening Flow Chart (#2) •Notes on the Use of Academic Screeners at the Secondary Level (#3) •Freshman Progress Report Template (#4)
<p>B#4 Observations: DPI provided documentation regarding how MPS is currently working on using early warning signs at the middle and high school levels. As MPS has explained to DPI, this program will use a variety of data elements at the middle school level including test scores, grades, attendance, and suspensions to identify at-risk students in need of intervention(s). DPI provided notes on the Use of Academic Screeners at the Secondary Level describing how MPS is identifying students who are at risk for failing core classes that are required for graduation and for whom interventions should be provided.</p>				



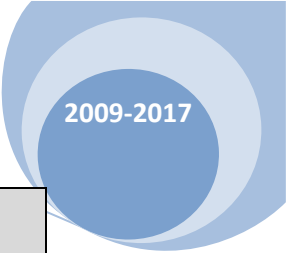
Universal Screening for Behavior (B# 5-7)				
Action #	Action Steps	Results & Reporting Method	Date of Reporting	From DPI to Independent Expert for the First Report
	B-5. Universal screening of all K-12 students on behavior conducted at least twice during the 2009-2010 school year, to determine levels of need, and progress in performance in core instruction in positive behavior.	Semi-Annual Report to DPI & the Independent Expert	January 15, 2010; June 1, 2010.	<p>Describe the universal screener for behavior and report the number of students by school for which the screening was conducted.</p> <p>Collect the data-Report of the data by school.</p> <p>Description of DPI support, MPS progress (where they stand and what they have planned) and timeline of completion.</p> <p>Received on 1.15.10</p> <ul style="list-style-type: none"> • <i>Summary Report</i> • <i>New district-wide Incident Referral Form. (#1)</i> • <i>Referral by Student report-1.11.10 (#2)</i> • <i>Average Referrals Per Day Per Month Report (#3)</i> • <i>Referrals By Location Report (#4)</i> • <i>Referrals by Problem Behavior (#5)</i> • <i>PD Monthly principal and school leader meetings/activities planned for Sept-May (#6)</i>
	B-6. Review attendance and office referral data by teacher by grade three times annually for all MPS students in all MPS schools (K-12) beginning October, 2009 to determine students in need of intervention.	Semi-Annual Report to DPI & the Independent Expert	January 15, 2010; June 1, 2010.	<p>Describe how the data from B-5 was reviewed.</p> <p>Description of DPI support, MPS progress (where they stand and what they have planned) and timeline of completion.</p> <p>Received on 1.15.10</p> <ul style="list-style-type: none"> • <i>Summary Report</i> • <i>New district-wide Incident Referral Form. (#1)</i> • <i>Referral by Student report-1.11.10 (#2)</i> • <i>Average Referrals Per Day Per Month Report</i>



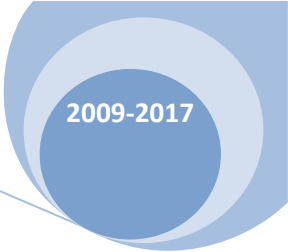
				(#3) •Referrals By Location Report (#4) •Referrals by Problem Behavior (#5)
	B-7. Establish a database, as part of universal screening that reports annually on students retained in grade from previous school year.	Report to DPI and to the Independent Expert	November 15, 2009 and annually on 9/1 thereafter.	Was this completed? What happened? Description of DPI support, MPS progress (where they stand and what they have planned) and timeline of completion. Received on 1.15.10 •Summary Report •Spectrum K12 Overview (#1) •EdStat program power-point presentation-summer 2009 (#2) •Using Data Warehouse Reports Instructions (#3) •MPS School Leader Dashboard Instruction Handbook (#4) •EdStat Process, Workshop Templates, Workshop Feedback and Support Survey, On-line Directions, and Printing School Improvement Plan Instructions (#5)
<p>B#5-7 Observations: Per the documentation received from DPI, MPS began collecting data on office referrals in all schools this fall using the new District-Wide Incident Referral Form. The MPS School Leader Dashboard Instruction Handbook demonstrates the computer pages of suspensions, testing, and over-age students by grade. Data warehouse information was also provided (i.e. Referral by Student report-1.11.10, Average Referrals Per Day Per Month Report, Referrals By Location Report and Referrals by Problem Behavior.)The EdStat documents provided information on the Process, Workshop Templates, Workshop Feedback and Support Survey, On-line Directions, and Printing School Improvement Plan Instructions. The Spectrum K12 provided an overview of the program.</p>				



Tier 2 Interventions (C #1-3)				
Action #	Benchmark Action Steps	Results & Reporting Method	Date of Reporting	From DPI to Independent Expert for the First Report
II. C.	C-1. Scientific research-based interventions (small group and customized) for reading are identified for students based on measured relative need that meet standards for evidence-based interventions and can be implemented with integrity by all MPS schools during or before 2013-14.	Semi-Annual Report to DPI & the Independent Expert	January 15, 2010; June 1, 2010.	<p>A description of the steps taken to develop the policy. Received on 1.15.10</p> <ul style="list-style-type: none"> •Summary Report •Elementary & K-8 After School Academic Program (asap) Tutoring program overview, implementation guide, memo to asap tutors 11/4/09 regarding attendance tracking procedures, tutoring schedule, tutor position posting, program information and sample parent letter format (#1) •Middle School After School Academic Program (asap) Tutoring program overview, implementation guide, memo to asap tutors 11/4/09 regarding attendance tracking procedures, tutoring schedule, tutor position posting, program information and sample parent letter format (#2) •High School After School Academic Program (asap) Tutoring program overview, implementation guide, memo to asap tutors 11//409 regarding attendance tracking procedures, tutoring schedule, tutor position posting, program information and sample parent letter format (#3)
	C-2. Scientific research-based interventions (small group and customized) for mathematics identified that meet standards for evidence-based interventions and can be provided to students based on measured relative need and implemented with integrity during or	Semi-Annual Report to DPI & the Independent Expert	January 15, 2010; June 1, 2010.	<p>A description of the steps taken to develop the policy. Received on 1.15.10</p> <ul style="list-style-type: none"> •Summary Report (report states that MPS is piloting an intervention called Apex Learning but no documentation provided)



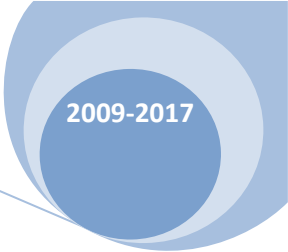
Tier 2 Interventions (C #1-3)				
Action #	Benchmark Action Steps	Results & Reporting Method	Date of Reporting	From DPI to Independent Expert for the First Report
	before 2013-14.			
	C-3. Scientific research-based interventions (small group and customized) positive behavior are identified that meet standards for evidence-based interventions and can be provided to students based on measured relative need and implemented with integrity during or before 2013-14.	Semi-Annual Report to DPI & the Independent Expert	January 15, 2010; June 1, 2010.	A description of the steps taken to develop the policy. <u>Received on 1.15.10</u> •Summary Report (no documentation provided)
<p>C #1-3 Observations: <i>DPI provided documentation regarding the MPS Elementary, K-8, Middle and High School After School Academic Program (ASAP), A tutoring program overview, implementation guide, memo to ASAP tutors (dated 11/4/09) regarding attendance tracking procedures, tutoring schedule, tutor position posting, program information and sample parent letter format. DPI did not provide any documentation for action steps # C2&3.</i></p>				



Progress Monitoring (D #1-3)				
Action #	Benchmark Action Steps	Results & Reporting Method	Date of Reporting	From DPI to Independent Expert for the First Report
II. D.	D-1. Progress monitoring practices (two measures – performance and implementation integrity) are identified for interventions that yields reliable and valid measures used by each and all MPS schools to determine needed level of intensity of service.	Semi-Annual Report to DPI & the Independent Expert	January 15, 2010; June 1, 2010.	A description of the steps taken to develop the policy. Received on 1.15.10 <ul style="list-style-type: none"> •Summary Report •Spectrum K12 Overview (#1)
	D-2. Progress monitoring practices (two measures – performance and implementation integrity) are identified for interventions that yields reliable and valid measures used by each and all MPS schools to determine degree of implementation integrity.	Semi-Annual Report to DPI & the Independent Expert	January 15, 2010; June 1, 2010.	A description of the steps taken to develop the policy. Received on 1.15.10 <ul style="list-style-type: none"> •Summary Report •Spectrum K12 Overview (#1)
	D-3. Progress monitoring practices (two measures – performance and implementation integrity) are identified for interventions that yields reliable and valid measures used by each and all MPS schools to determine effectiveness of each specific intervention.	Semi-Annual Report to DPI & the Independent Expert	January 15, 2010; June 1, 2010.	A description of the steps taken to develop the policy. Received on 1.15.10 <ul style="list-style-type: none"> •Summary Report •Spectrum K12 Overview (#1)
<p>D #1-3 Observations: <i>DPI provided documentation of MPS plans to work with Spectrum K12 to design their Response to Intervention system including progress monitoring.</i></p>				

Parent and Family Involvement (E #1-4)				
Action #	Benchmark Action Steps	Results & Reporting Method	Date of Reporting	From DPI to Independent Expert for the First Report
II. E.	E-1. MPS develops with the Independent Expert a plan to disseminate information about its system of early intervening services to be provided, how parents, families, and community are to be involved with school personnel in designing those services, and how families and communities will be informed about specific services being provided and the results of those services.	Semi-Annual Report to DPI & the Independent Expert	January 15, 2010;	A description of the steps taken to develop the policy. Received on 1.15.10 <ul style="list-style-type: none"> •Summary Report •PBIS Overview provided in the MPS Directions handbook (#1) •Informational letters to parents (#2-4) •Brochures from individual schools participating in PBIS are sent out (#5-7)
	E-2. Parent/family involvement efforts of school personnel at each school solicit input for continuous improvements in each school's SEIS. Each school will solicit input, at a minimum, conforming to a process approved by the Independent Expert.	Semi-Annual Report to DPI & the Independent Expert	January 15, 2010; June 1, 2010.	A description of the steps taken to develop the policy disaggregated by schools. Received on 1.15.10 <ul style="list-style-type: none"> •Summary Report (no documentation provided)
	E-3. Community involvement efforts of school personnel actively involve the community in the operation of SEIS.	Semi-Annual Report to DPI & the Independent Expert	January 15, 2010; June 1, 2010.	A description of the steps taken to develop the policy disaggregated by schools. Received on 1.15.10 <ul style="list-style-type: none"> •Summary Report (no documentation provided)
	E-4. Parent/family/community involvement efforts of school personnel that increase the measured involvement based on the six Family Involvement Standards of families over time.	Semi-Annual Report to DPI & the Independent Expert	January 15, 2010; June 1, 2010.	A description of the steps taken to develop the policy disaggregated by schools. Received on 1.15.10 <ul style="list-style-type: none"> •Summary Report (no documentation provided)
E #1-4 Observations: <i>DPI provided a PBIS description, expectation, website address and contact information from the MPS Direction booklet provided to parent. To document individual school wide efforts, DPI provided school samples of letters and flyers from schools. DPI did not provide any documentation for action steps # E2,3&4.</i>				

Professional Development (F #2-4)				
Action #	Benchmark Action Steps	Results & Reporting Method	Date of Reporting	From DPI to Independent Expert for the First Report
	F-2. MPS develops a Professional Development Plan for educators based on National Staff Development Council Standards that ensures that staff of all MPS schools to have the capacity to consistently collect and report attendance and office disciplinary referral data using a standard district definition.	Semi-Annual Report to DPI & the Independent Expert	January 15, 2010; June 1, 2010.	A description of the steps taken to develop the plan disaggregated by schools. Received on 1.15.10 <ul style="list-style-type: none"> •Summary Report •Professional Development Plan dated July 1, 2007-June 30, 2012 (#1)
	F-3. MPS develops a Professional Development Plan for educators based on National Staff Development Council Standards that prepares staff of all MPS schools to collect universal screening data.	Semi-Annual Report to DPI & the Independent Expert	January 15, 2010; June 1, 2010.	A description of the steps taken to develop the plan disaggregated by schools. Received on 1.15.10 <ul style="list-style-type: none"> •Summary Report •Professional Development Plan dated July 1, 2007-June 30, 2012 (#1)
	F-4. MPS develops a Professional Development Plan for educators based on National Staff Development Council Standards that prepares staff to all MPS schools analyze universal screening data and use the data to effectively modify instruction.	Semi-Annual Report to DPI & the Independent Expert	January 15, 2010; June 1, 2010.	A description of the steps taken to develop the plan disaggregated by schools. Received on 1.15.10 <ul style="list-style-type: none"> •Summary Report •Professional Development Plan dated July 1, 2007-June 30, 2012 (#1) (This plan doesn't mention collecting universal screening data.)
F #2-4 Observations: <i>For the professional development section, DPI provided a Professional Development Plan dated July 1, 2007-June 30, 2012. This plan specifically addresses Rtl (or EIS) once, on page 25, and only in reference to READ 180 implementation.</i>				



Leadership Accountability (G #2)				
Action #	Action Steps	Results & Reporting Method	Date of Reporting	From DPI to Independent Expert for the First Report
	G-2. MPS establishes procedures for the direct supervision all MPS principals and school leaders to ensure universal screening in literacy, numeracy and behavior is implemented for 95% or more of all MPS students in all MPS schools according to MPS timelines. Such procedures should include consequences for failure of a principal/school leader to fully implement the procedure.	Semi-Annual Report to DPI & the Independent Expert	January 15, 2010.	<p>A description of the steps taken to develop the policy disaggregated by schools. <u>Received on 1.15.10</u></p> <ul style="list-style-type: none"> •Summary Report •EdStat program power-point presentation-summer 2009 (#1) (also, provided for G-6 attachment #8) •PD Monthly principal and school leader meetings/activities planned for Sept-May (#2) (also, provided for G-6 attachment #6) •EdStat Process, Workshop Templates, Workshop Feedback and Support Survey, On-line Directions, and Printing School Improvement Plan Instructions (#3) (also, provided for G-6 attachment #7)
<p>G # 2 Observations: <i>The documentation provided a list of expected PD Monthly principal and school leader meetings/activities planned for Sept-May. The documentation provided also included the EdStat Process, Workshop Templates, Workshop Feedback and Support Survey, On-line Directions, and Printing School Improvement Plan Instructions. The documentation provided does not specially address accountability but more scheduled and anticipated professional development offerings.</i></p>				

This completes the report of the documentation and information received from DPI for the first reporting period.