

Introduction

The purpose of this document is to describe the action steps and other critical elements of a compliance plan to be implemented by the Wisconsin Department of Public Instruction in its efforts to support improved results in the Milwaukee Public Schools and in conformance with the Jamie S. Settlement Agreement. The Compliance Plan is required by the Settlement Agreement to contain the following elements: “(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” (p. 10-11). A table format has been developed to include all the required elements. Included in the table is ‘DIFI Action #’ that denotes, when applicable, the reference number in the 2009-10 DPI DIFI Corrective Action Plan Compliance Requirements for Milwaukee Public Schools.

The Jamie S. Settlement Agreement specifies timelines for termination. “If after four (4) years from the date the Court approves this Agreement, MPS has not attained the Outcomes set forth in paragraphs I.A.2.and I.A.4.and if after eight (8) years from the date the Court approves this Agreement, MPS has not obtained the Outcomes set forth in paragraphs I.A.6.and I.A.8. above, the Independent Expert shall provide the Court and counsel for DRW and DPI with a written report that identifies the Outcome or Outcomes that have not been attained” (p. 14). For purposes of this compliance plan, Year 1 of the plan is the 2009-2010 school year (Year 2 = 2010-11 school year, Year 3 = 2011-12, Year 4 = 2012-13, Year 5 = 2013-14, Year 6 = 2014-15, Year 7 = 2015-16, Year 8 = 2016-17).

The Settlement Agreement emphasizes that “Fixed, annual benchmarks shall be an important part of the Compliance Plan” (p. 6). The Jamie S. Compliance Plan establishes specific, fixed annual benchmarks for Year 1 of the plan. More general fixed annual benchmarks have been set for years 2 through 8 of the plan. It is anticipated that the Jamie S. Compliance Plan will be revised each year in July, beginning in 2010 to add specific, fixed benchmarks for the coming year. It is anticipated that the parties will follow the Jamie S. Agreement regarding revisions of the compliance plan similar to that described in item I. B. 5.F.(page 10) for development of the initial plan.

Successful attainment of the Outcome Standards of the Jamie S. Settlement Agreement rests on the premise that the Wisconsin Department of Public Instruction supports and enforces the implementation of scientifically-based and effective instruction and interventions (i.e. a system of early intervening services) for all students in all schools of the Milwaukee Public School System and the efficient administration of a centralized system of accountability for process and results including the collection, analyses, and reporting of data. Attainment of outcomes for the Jamie S. Settlement Agreement is not feasible or likely unless a system of early intervening

services is present for all students in all schools. Hence this compliance plan focuses on the development of a system of early intervening services (SEIS) for all students in all schools in MPS. The overall goal of the compliance plan is compatible with the DPI's DIFI Corrective Action Requirements for MPS. In particular, DPI states in its DPI DIFI Corrective Action Compliance Requirements for Milwaukee Public Schools that the system of early intervening services (SEIS) must be approved by the Independent Expert appointed by the federal district court to carry out the *Jamie S. Settlement Agreement*. This compliance plan is structured to explicate the action steps DPI must take to ensure that MPS develops and maintains a SEIS to meet the needs of all students in all MPS schools. Hence, implementation of the DPI DIFI Corrective Action Compliance Requirements for Milwaukee Public Schools will require strict adherence to the *Jamie S. Compliance Plan*. Preliminary analysis of extant data from MPS on Outcome Standards 1 and 2 suggests that MPS may have met the requirements of the Settlement Agreement. If these data are verified by the Independent Expert as described later in this compliance plan, no further actions will be needed for these standards.

The Needs Assessment Report recommended a step-wise, phased implementation of the major parts of a system of early intervening services. These phases of implementation are described in Table 1.

Table 1
Phases of Implementation for a System of Early Intervening Services
in the Milwaukee Public Schools (MPS)

	Grades K-8		Grades 9-12	
	Academics	Behavior	Academics	Behavior
2009-10	Universal Screening	Universal Screening	-----	Universal Screening
2010-11	Tier 1	Tier 1	Universal Screening	Tier 1
2011-12	Tier 2	Tier 2	Tier 1	Tier 2
2012-13	Tier 3	Tier 3	Tier 2	Tier 3
2013-14	-----	-----	Tier 3	-----

Following this schedule of implementation will permit MPS to establish all the required elements of SEIS and provide the opportunity for working with individual schools which have not achieved full compliance with the Settlement Agreement by the end of 2013-14. In this manner, MPS should be able to demonstrate to the Independent Expert with verifiable data that full compliance with the Outcome Standards has been achieved by Year 7 (2015-16).

The components of the Jamie S. Compliance Plan are organized into nine parts, A through I and encompass the essential requirements related to Outcome Standards 1 through 4 of the Jamie S. Settlement Agreement and are compatible with DPI DIFI Corrective Action Compliance Requirements for Milwaukee Public Schools (DPI DIFI CAR). Generally, the Compliance Plan conceives of a semi-annual (January 15 & June 1) reporting by MPS of the results of the previous six months. The Independent Expert will review these reports and provide a written comment to the parties with findings and recommendations.

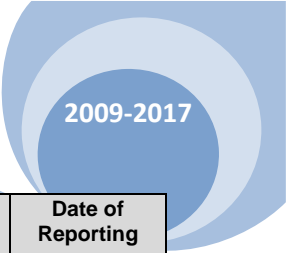
Goal A. Instruction in reading, mathematics, and positive behaviors for all students based on state standards, maximizing instructional time, using scientific research-based curricula provided by highly qualified teachers, and monitored for implementation integrity.

2009-2010 Benchmark 1: DPI ensures that 50% of all MPS schools are meeting the instructional time requirements specified above for the 2009-10 school year. Provide a list of the schools meeting the requirement to DPI at the September 9, 2009 MPS/DPI DIFI meeting.

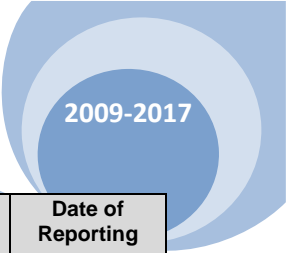
2009-10 Benchmark 2: DPI provides data and information specified in the Compliance Plan on January 15 and June 1 to support written reports by the Independent Expert.

2010-2011 Benchmark 1: DPI ensures that 100% of all MPS schools are meeting the instructional time requirements specified above for the 2010-11 school year.

Note: Benchmarks for years 3 through 8 of the Settlement Agreement will be set in subsequent revisions of the Compliance Plan.



DIFI Action #	Action Steps	Date to be Completed	Responsible Staff	Evidence that will be maintained to demonstrate action step completion	Reporting Method	Date of Reporting
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.	50% of schools by September 9, 2009; all schools by September 9, 2010.	Thome, C.; Yahle, P.;	1. Sample schedules from the schools listed by MPS (provided in its meeting with DPI on 9/9/09) and verified by DPI at regular intervals during the 2009-10 school year.	1. Copies of schedules and reports of verification by DPI.	January 15, 2010; Sept. 30, 2010
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.	January 1, 2010	Thome, C.	1. Documentation is present stating the MPS Literacy Plan is approved by the 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-3. Instruction in reading for all students provided by highly qualified teachers as defined by ESEA.	2009-10	Thome, C., Ford, D. & other appropriate MPS personnel	1. Documentation provided to DPI that all relevant teaching staff meet state requirements as highly qualified teachers. 2. Documentation of professional development including coaching provided to schools disaggregated by teacher and by school	Semi-Annual Report to DPI & the Independent Expert	January 15, 2010; June 1, 2010.
	A-4. Instruction in reading for all students is monitored for implementation integrity using measures approved by the Independent Expert.	2009-2010	Thome, C., Ford, D. & other appropriate MPS personnel	1. Documentation provided to DPI of participation in meetings with the Independent Expert to jointly develop implementation integrity measures for reading K-8 and procedures for data collection to begin by 2010-11.	Semi-Annual Report to DPI & the Independent Expert	January 15, 2010; June 1, 2010.

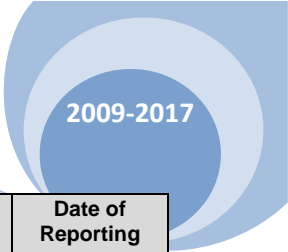


DIFI Action #	Action Steps	Date to be Completed	Responsible Staff	Evidence that will be maintained to demonstrate action step completion	Reporting Method	Date of Reporting
II. A. 3	A.5. Instruction in mathematics for all students using scientific research-based curricula based on state standards, Continue 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.	2009 -2010	Thome, C.; & other appropriate MPS personnel	1. Documentation of the specific programs used and a written report by DPI that such programs meet state standards.	Semi-Annual Report to DPI & the Independent Expert	January 15, 2010; June 1, 2010.
	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.	50% of schools by September 9, 2009; all schools by September 9, 2010	Thome, C. & other appropriate MPS personnel	1. Sample schedules from the schools listed by MPS (provided in its meeting with DPI on 9/9/09) and verified by DPI at regular intervals during the 2009-10 school year. 2. Documentation of the specific schools representing 50% of MPS implementing during the 2009-10 school year.	Copies of schedules and reports of verification by DPI. Semi-Annual Report to DPI & the Independent Expert	January 15, 2010; June 1, 2010.
	A-7. Instruction in mathematics for all students provided by highly qualified teachers.	2009 -2010	Thome, C., Ford, D. & other appropriate MPS personnel	1. Documentation provided to DPI that all relevant teaching staff meet state requirements as highly qualified teachers. 2. Documentation of professional development provided including coaching provided to schools disaggregated by teacher and by school	Semi-Annual Report to DPI & the Independent Expert	January 15, 2010; June 1, 2010.
	A-8. Instruction in mathematics for all students monitored for implementation integrity with measures approved by the Independent Expert.	2009 -2010	Thome, C. & other appropriate MPS personnel	1. Documentation provided to DPI of participation in meetings with the Independent Expert to jointly develop implementation integrity measures for math K-8 and procedures for data collection to begin by 2010-11.	Semi-Annual Report to DPI & the Independent Expert	January 15, 2010; June 1, 2010.

DIFI Action #	Action Steps	Date to be Completed	Responsible Staff	Evidence that will be maintained to demonstrate action step completion	Reporting Method	Date of Reporting
	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.	2009 -2010	Dorsey, J.& other appropriate MPS personnel	For the 30 schools ¹ implementing PBIS, MPS will provide: 1. Data equivalent to the SWIS for each of the 30 schools 2. Data from EBS measures collected at each of the 30 schools	Semi-Annual Report to DPI & the Independent Expert	January 15, 2010; June 1, 2010.
	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.	2009 -2010	Dorsey, J. & other appropriate MPS personnel	For the 30 schools implementing PBIS, MPS will provide: 1. Data reporting the number of minutes of instruction planned for instruction in positive behaviors.	Semi-Annual Report to DPI & the Independent Expert	January 15, 2010; June 1, 2010.
	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.	2009 - 2010	Dorsey, J. & other appropriate MPS personnel	For the 30 schools implementing PBIS, MPS will provide: 1. Copies of the curricula used by the 30 schools 2. Certification by a nationally recognized PBIS consultant that the curricula used meet national PBIS standards	Semi-Annual Report to DPI & the Independent Expert	January 15, 2010; June 1, 2010.
	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.	2009 - 2010	Dorsey, J. & other appropriate MPS personnel	For the 30 schools ¹ implementing PBIS, MPS will provide: 1. Documentation of the schedules, content, and participant ratings of formal professional development supporting PBIS. 2. Documentation of the schedules of PBS coaches or similar personnel providing support to teachers and school leaders.	Semi-Annual Report to DPI & the Independent Expert	January 15, 2010; June 1, 2010.

¹ Note for II.A-9 through II.A.13: MPS has a preexisting plan to implement PBIS in 30 school sites in 2009-2010. The Compliance Plan recognizes this effort by MPS as an introductory effort that should proceed but not in any way ignore the requirement for implementation in all MPS schools according to Table 1.

DIFI Action #	Action Steps	Date to be Completed	Responsible Staff	Evidence that will be maintained to demonstrate action step completion	Reporting Method	Date of Reporting
	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.	2009 - 2010	Dorsey, J. & other appropriate MPS personnel	For the 30 schools implementing PBIS, MPS will provide: 1. Copies of all Benchmarks of Quality (BoQ) or similar measures approved by the Independent Expert 2. Copies of all School-wide Evaluation Tool (SET) or similar measures approved by the Independent Expert	Semi-Annual Report to DPI & the Independent Expert	January 15, 2010; June 1, 2010.
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.	January 1, 2010	Lindsey, D.	1. Documentation provided to DPI of participation in meetings with the Independent Expert to jointly develop a district-wide assessment policy. 2. Documentation provided to DPI of participation in meetings with the Independent Expert to jointly develop a district-wide assessment system for assessing standards-based formative benchmarks, and summative assessments that allow analyses and reporting at the student, classroom, and school levels for literacy and numeracy at K-8 schools to be implemented at the beginning the 2010-11 school year and each school year thereafter. 3. Documentation provided to DPI of participation in meetings with the Independent Expert to jointly develop a district-wide assessment system for assessing standards-based formative benchmarks, and summative assessments that allow analyses and reporting at	Semi-Annual Report to DPI & the Independent Expert	January 15, 2010; June 1, 2010.



DIFI Action #	Action Steps	Date to be Completed	Responsible Staff	Evidence that will be maintained to demonstrate action step completion	Reporting Method	Date of Reporting
				the student, classroom, and school levels for behavior at all schools to be implemented at the beginning the 2010-11 school year and each school year thereafter.		

Goal B. Universal screening of all students on reading, mathematics, and behavior, is conducted at least three times a year, to determine levels of need and progress in performance in core instruction.

2009-2010 Benchmark B-1: DPI ensures that all MPS schools collect universal screening data at least twice for literacy and numeracy for at least 95% of all students for grades K-8 during the 2009-10 school year. DPI ensures that all MPS schools collect universal screening data on behavior at least twice for at least 95% of all students for grades K-12 during the 2009-10 school year.

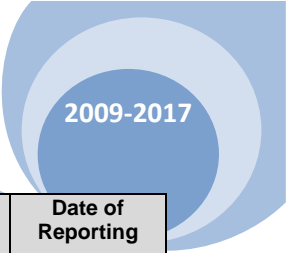
2009-10 Benchmark B-2: DPI ensures that MPS participates during the 2009-10 school year with the Independent Expert in the development of universal screening measures (as described in the steps below) for core subjects to be used by MPS beginning school year 2010-11. These universal screening measures must be approved by the Independent Expert.

2010-11 Benchmark B-3: DPI ensures that all MPS schools collect universal screening data at least twice for literacy, numeracy, core subjects when appropriate, and behavior for at least 95% of all students for grades K-12 during the 2010-11 school year.

Note: Benchmarks for years 3 through 8 of the Settlement Agreement will be set in subsequent revisions of the Compliance Plan.

Action #	Action Steps	Date Due	Responsible Staff	Evidence that will be maintained to demonstrate action step completion	Results & Reporting Method	Date of Reporting
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	January 4, 2010	Lindsey, D.;	1.Documentation provided to DPI of participation in meetings with the Independent Expert to jointly develop a district-wide assessment policy for universal screening. 2. Consistent with G-1, a copy of	Semi-Annual Report to DPI & the Independent Expert	January 15, 2010; June 1, 2010.

Action #	Action Steps	Date Due	Responsible Staff	Evidence that will be maintained to demonstrate action step completion	Results & Reporting Method	Date of Reporting
	the district-wide implementation plan at the November, 2009 MPS/DIFI meeting.			the district-wide policy is provided to DPI.		
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.	2009-2010	Thome, C. Lindsey, D.; & other appropriate MPS personnel	1. Data are reported by grade by school for number and percent of students enrolled that were screened in reading for each of the two screenings. 2. Data are reported for the performance by teacher, by grade, by school of all students screened for the two times during the 2009-10 school year.	Semi-Annual Report to DPI & the Independent Expert	January 15, 2010; June 1, 2010.
	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.	2009-2010	Thome, C. Lindsey, D.; & other appropriate MPS personnel	1. Data are reported by grade by school for number and percent of students enrolled that were screened in math/numeracy for each of the two screenings. 2. Data are reported for the performance by teacher, by grade, by school of all students screened for the two times during the 2009-10 school year.	Semi-Annual Report to DPI & the Independent Expert	January 15, 2010; June 1, 2010.
	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 Rtl Center.	2009 - 2010	Lindsey, D. ., Thome, C.& other appropriate MPS personnel	1. Documentation provided to DPI of participation in meetings with the Independent Expert to jointly develop at least one district-wide universal screening measure for each core course required for graduation that allows analysis and reporting at the student, classroom, and school levels to be used beginning the 2010-11 school year.	Semi-Annual Report to DPI & the Independent Expert	January 15, 2010; June 1, 2010.



Action #	Action Steps	Date Due	Responsible Staff	Evidence that will be maintained to demonstrate action step completion	Results & Reporting Method	Date of Reporting
	<p>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.</p>	<p>2009 - 2010</p>	<p>Dorsey, J. Lindsey, D.;</p>	<p>1. Data are reported by teacher or reporting person, by grade, by school for number and percent of students enrolled that were screened in behavior (attendance and referrals to the office) for each of the two screenings. 2. Data are reported for the performance by teacher, by grade, by school of all students screened for the two times during the 2009-10 school year. For purpose of these screenings, data on referrals to the office and actions taken will include, by individual student, suspensions, calls to the police, and calls to parents to pick up their child from school before the end of a school day.</p>	<p>Semi-Annual Report to DPI & the Independent Expert</p>	<p>January 15, 2010; June 1, 2010.</p>
	<p>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.</p>			<p>1. Documentation of a school-based procedure to be used by all schools three times a year beginning October, 2009 that determines the names and numbers of students at-risk and in need of intervention. 2. Documentation of the names and numbers of students at each school determined at-risk using the MPS procedure. For purpose of these analyses, data on referrals to the office will include by individual student, analyses of suspensions, calls to the police, and calls to parents to pick up their child from school before the end of a school day.</p>	<p>Semi-Annual Report to DPI & the Independent Expert</p>	<p>January 15, 2010; June 1, 2010.</p>

Action #	Action Steps	Date Due	Responsible Staff	Evidence that will be maintained to demonstrate action step completion	Results & Reporting Method	Date of Reporting
	B-7. Establish a database, as part of universal screening that reports annually on students retained in grade from previous school year.			1. Provide a description of the process by which these data will be derived annually. 2. Provide a report for the current school year of students retained in grade from previous school year (2008-09) by student name, by grade, by school.	Report to DPI and to the Independent Expert	November 15, 2009 and annually on 9/1 thereafter.

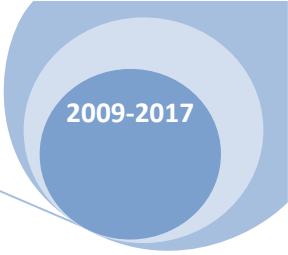
Note: Attendance is defined as attending school for a full school day. For reporting and analyses, partial day absence or truancy is considered absent from school.

Goal C: Scientific research-based interventions (small group and customized) for reading, mathematics, and positive behavior are provided to students based on measured relative need and implemented with measured integrity.

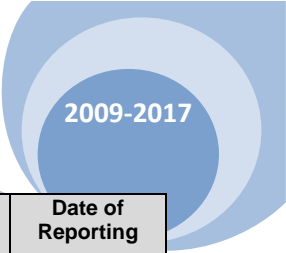
2009-2010 Benchmark C-1: DPI ensures that MPS participates with the Independent Expert in the identification of evidence-based interventions for reading, mathematics, and positive behaviors that can be used at Tier 2 of a system of early intervening services. These interventions will be used by some MPS schools and supported by professional development, measures of implementation integrity and reported using the MPS Data System. These interventions for positive behavior will be used, when determined needed according to a system of early intervening services approved by the Independent Expert, in all schools K-12 in school year 2011-12. These interventions for reading and mathematics will be used when determined needed according to a system of early intervening services approved by the Independent Expert, in all schools K-8 in school year 2011-12.

2009-10 Benchmark C-2: DPI ensures that MPS works with the Independent Expert to identify the required data elements (student performance and implementation integrity) of a district-wide system to collect intervention data and design a system that collects, analyzes, and reports to teachers, families, school leaders, central services, and DPI. Such a system should be functional by June 30, 2010 and capable of expansion in subsequent years of the Settlement Agreement.

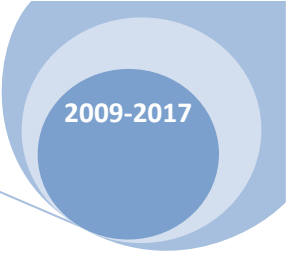
Note: Benchmarks for years 2 through 8 of the Settlement Agreement will be set in subsequent revisions of the Compliance Plan.



Action #	Benchmark Action Steps	Date Due	Responsible Staff	Evidence that will be maintained to demonstrate action step completion	Results & Reporting Method	Date of Reporting
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.	See Table 1	Thome, C.	1. Documentation provided to DPI of participation in meetings with the Independent Expert to jointly identify interventions (Tiers 2 & 3) in reading to be used by all schools following the schedule noted in Table 1. 2. A list is provided to DPI describing the specific interventions, the specific area of student need these intervention addresses, the evidence supporting its use, the implementation integrity measure, and the professional development needed to support its use.	Semi-Annual Report to DPI & the Independent Expert	January 15, 2010; June 1, 2010.
	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 before 2013-14.	See Table 1	Thome, C.;	1. Documentation provided to DPI of participation in meetings with the Independent Expert to jointly identify interventions (Tiers 2 & 3) in mathematics following the schedule noted in Table 1. 2. A list is provided to DPI describing the specific interventions, the specific area of student need these intervention addresses, the evidence supporting its use, the implementation integrity measure, and the professional development needed to support its use.	Semi-Annual Report to DPI & the Independent Expert	January 15, 2010; June 1, 2010.



Action #	Benchmark Action Steps	Date Due	Responsible Staff	Evidence that will be maintained to demonstrate action step completion	Results & Reporting Method	Date of Reporting
	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.	See Table 1	Dorsey, J.;	1.Documentation provided to DPI of participation in meetings with the Independent Expert to jointly identify interventions (Tiers 2 & 3) in behavior to be used by all schools beginning the 2012-13 (Tier 2) and 2013-14 (Tier 3) school years. 2.A list is provided to DPI describing the specific interventions, the specific area of student need these intervention addresses, the evidence supporting its use, the implementation integrity measure, and the professional development needed to support its use.	Semi-Annual Report to DPI & the Independent Expert	January 15, 2010; June 1, 2010.
II. C. 1.	C- 4. Collect and report summer school with mathematics focus attendance.		Thome, C.; Schroeder, S.	1. The schedule and staffing of each summer school session for each school is reported to DPI.	Report of the number of student days that each student attended summer school.	August 1, 2010
	C-5. Collect and report summer school with reading focus attendance.		Thome, C.; Schroeder, S.	1. The schedule and staffing of each summer school session for each school is reported to DPI.	Report of the number of student days that each student attended summer school.	August 1, 2010

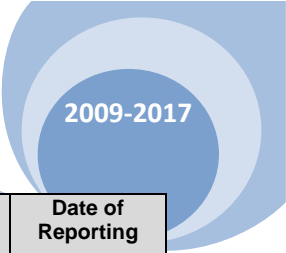


Goal D: Progress monitoring (two measures - performance and implementation integrity) for interventions that yield reliable and valid measures is used by all MPS schools to determine the needed level of intensity of service, degree of implementation integrity, and effectiveness of each specific intervention.

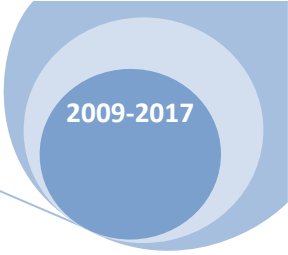
2009-2010 Benchmark D-1: DPI ensures that MPS participates with the Independent Expert in the identification of appropriate practices in progress monitoring of tiers 2 and 3 interventions in literacy, numeracy, and behavior. These progress monitoring practices will be used, when appropriate, in all schools during or before school year 2013-14 as specified in Table 1.

Note: Benchmarks for years 2 through 8 of the Settlement Agreement will be set in subsequent revisions of the Compliance Plan.

Action #	Benchmark Action Steps	Date Due	Responsible Staff	Evidence that will be maintained to demonstrate action step completion	Results & Reporting Method	Date of Reporting
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.		Lindsey, D. & other appropriate MPS personnel	1. Documentation provided to DPI of participation in meetings with the Independent Expert to jointly identify progress monitoring practices (Tiers 2 & 3) determine needed level of intensity of service. 2. A document is provided to DPI describing the specific progress monitoring practices and how these practices address 'level of need', the evidence supporting its use, the performance measure, and the professional development needed to support its use.	Semi-Annual Report to DPI & the Independent Expert	January 15, 2010; June 1, 2010.



Action #	Benchmark Action Steps	Date Due	Responsible Staff	Evidence that will be maintained to demonstrate action step completion	Results & Reporting Method	Date of Reporting
	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.		Lindsey, D. & other appropriate MPS personnel	1.Documentation provided to DPI of participation in meetings with the Independent Expert to jointly identify progress monitoring practices (Tiers 2 & 3) determine needed level of intensity of service. 2. A document is provided to DPI describing the specific progress monitoring practices and how these practices address 'degree of implementation integrity,' the evidence supporting its use, the implementation integrity measure, and the professional development needed to support its use.	Semi-Annual Report to DPI & the Independent Expert	January 15, 2010; June 1, 2010.
	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.		Lindsey, D. & other appropriate MPS personnel	1.Documentation provided to DPI of participation in meetings with the Independent Expert to jointly identify progress monitoring practices (Tiers 2 & 3) determine needed level of intensity of service. 2. A document is provided to DPI describing the specific progress monitoring practices and how these practices address 'effectiveness of the intervention', the evidence supporting its use, the performance measure, and the professional development needed to support its use.	Semi-Annual Report to DPI & the Independent Expert	January 15, 2010; June 1, 2010.

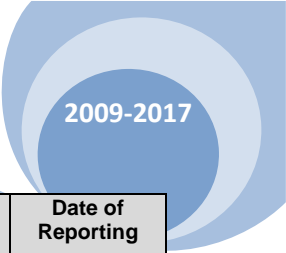


Goal E. Parent/Family/Community involvement efforts of school personnel that inform about specific services being provided, solicits input for continuous improvement, actively involves the community in the operation of SEIS, and measures the involvement of families over time is operational in every MPS school.

Benchmark 2009-2010 E-1: DPI requires MPS to establish a dissemination plan to help families understand the system of early intervening services including an understanding of their child’s universal screening data by January, 2010. The plan must be implemented in the second semester of 2009-2010.

Note: Benchmarks for years 2 through 8 of the Settlement Agreement will be set in subsequent revisions of the Compliance Plan.

Action #	Benchmark Action Steps	Date Due	Responsible Staff	Evidence that will be maintained to demonstrate action step completion	Results & Reporting Method	Date of Reporting
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.	January 15, 2010	Dorsey, J.; Terrell, A. & Anderson, P.	1. Documentation exists and is reported to DPI of participation in meetings with the Independent Expert to develop a dissemination plan. 2.A written plan exists and is provided to DPI.	Semi-Annual Report to DPI & the Independent Expert	January 15, 2010;
	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.	June 15, 2010,	Dorsey, J.; Terrell, A. & Anderson, P.	1.Documentation exists and is reported to DPI by school within MPS of the efforts by school personnel to solicit parent/family input for continuous improvements of a school's SEIS, conforming to a process approved by the Independent Expert.	Semi-Annual Report to DPI & the Independent Expert	January 15, 2010; June 1, 2010.



Action #	Benchmark Action Steps	Date Due	Responsible Staff	Evidence that will be maintained to demonstrate action step completion	Results & Reporting Method	Date of Reporting
	E-3. Community involvement efforts of school personnel actively involve the community in the operation of SEIS.	June 15, 2010,	Dorsey, J.; Terrell, A. & Anderson, P.	1.Documentation exists and is reported to DPI by school within MPS of the efforts by school personnel to solicit community input for the operation of a school's SEIS, conforming to a process approved by the Independent Expert.	Semi-Annual Report to DPI & the Independent Expert	January 15, 2010; June 1, 2010.
	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.	June 15, 2010,	Dorsey, J.; Terrell, A. & Anderson, P.	1.Documentation exists and is reported to DPI by school within MPS of the efforts by school personnel to increase the measured involvement of parents/families in a school's SEIS, conforming to a process approved by the Independent Expert.	Semi-Annual Report to DPI & the Independent Expert	January 15, 2010; June 1, 2010.

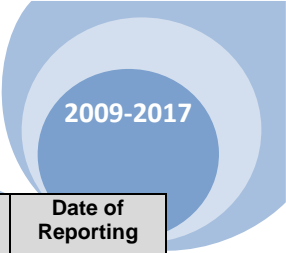
Goal F Professional development for educators is based on National Staff Development Council Standards including measured needs of the school that ensure improvement in student performance.

Benchmark 2009-2010 F-1: DPI requires MPS to designate a single Central Services staff person to direct professional development activities for staff in all MPS schools related to a system of early intervening services by October 1, 2009.

Benchmark 2009-10 F-2: DPI requires MPS to develop a district-wide professional development plan to ensure that staff in all MPS schools have the capacity to consistently collect and report attendance and office disciplinary referral data using a standard district definition, analyze universal screening data and use the data to effectively modify instruction. The plan must be given to DPI by January 4, 2010 with implementation to begin second semester.

Benchmark 2009-2010: F-3: DPI requires MPS to provide a schedule of data workshops to be implemented in 2009-10 school year by January 4, 2010. Content and implementation of the data workshops must be consistent with the recommendations of the Independent Expert as described in the Needs Assessment Report.

Note: Benchmarks for years 2 through 8 of the Settlement Agreement will be set in subsequent revisions of the Compliance Plan.



Action #	Benchmark Action Steps	Date Due	Responsible Staff	Evidence that will be maintained to demonstrate action step completion	Results & Reporting Method	Date of Reporting
II. F.	F-1. MPS designates a single central services staff person to direct all professional development activities in MPS.	10/1/09	MPS Superintendent	1. Documentation of appointment exists and is provided to DPI.	DPI provides documentation to the Independent Expert	November 1, 2009
	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.	2009-10	Thome, C., Weatherall-Jones, T.; & Lindsey, D.	1.MPS provides DPI with a written plan. 2.MPS provides DPI with documentation of professional development provided including coaching provided to schools disaggregated by teacher and by school.	Semi-Annual Report to DPI & the Independent Expert	January 15, 2010; June 1, 2010.
	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.	2009-2010	Thome, C., Weatherall-Jones, T.; & Lindsey, D.	1.MPS provides DPI with a written plan. 2.MPS provides DPI with documentation of professional development provided including coaching provided to schools disaggregated by teacher and by school.	Semi-Annual Report to DPI & the Independent Expert	January 15, 2010; June 1, 2010.
	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.	2009-2010	Thome, C., Weatherall-Jones, T.; & Lindsey, D.	1.MPS provides DPI with a written plan. 2.MPS provides DPI with documentation of professional development provided including coaching provided to schools disaggregated by teacher and by school.	Semi-Annual Report to DPI & the Independent Expert	January 15, 2010; June 1, 2010.

Goal G: Educational leadership at the central services and local school level effectively manages all components of a system of early intervening services, maximizes instructional time, uses problem-solving approaches, and periodically involves all stakeholders in evaluating the results of SEIS using current data.

Benchmark 2009-2010 G-1: DPI directs MPS to develop by January 4, 2010 a comprehensive, district-wide policy directing all

schools to implement universal screening in literacy, numeracy and behavior for all students according to the schedule specified in Table 1.

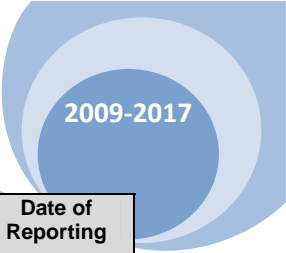
Benchmark 2009-10 G-2: DPI directs MPS to establish procedures by January 4, 2010 to supervise all MPS principals and school leaders to ensure universal screening in literacy, numeracy and behavior is implemented according to the schedule specified in Table 1.

Benchmark 2009-2010 G-3: DPI requires MPS to establish Central Services procedures by April 10, 2010 to ensure that schools failing to meeting universal screening expectations implement a Plan of Rapid Compliance. The Plan of Rapid Compliance must ensure that the school is in compliance within 6 months.

Benchmark 2009-2010 G-4: DPI requires MPS to develop a district-wide plan by May 1, 2010 to consistently implement a system of early intervening services for all MPS students in all MPS schools that incorporates the 14 essential components (described in the Needs Assessment Report) according to the schedule specified in Table 1.

Note: Benchmarks for years 2 through 8 of the Settlement Agreement will be set in subsequent revisions of the Compliance Plan.

Action #	Action Steps	Date Due	Responsible Staff	Evidence that will be maintained to demonstrate action step completion	Results & Reporting Method	Date of Reporting
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.	January 4, 2010.	Staum, M. & other appropriate MPS personnel	1. Consistent with B-1, a copy of the MPS district-wide policy is provided to DPI.	Semi-Annual Report to DPI & the Independent Expert	January 15, 2010.
	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	January 4, 2010	Staum, M. & other appropriate MPS personnel	1. Consistent with B-1, a copy of the MPS district-wide procedures for direct supervision is provided to DPI.	Semi-Annual Report to DPI & the Independent Expert	January 15, 2010.



Action #	Action Steps	Date Due	Responsible Staff	Evidence that will be maintained to demonstrate action step completion	Results & Reporting Method	Date of Reporting
	implement the procedure.					
	G-3. MPS establishes Central Services procedures to ensure that schools failing to meet universal screening expectations implement a Plan of Rapid Compliance. The Plan of Rapid Compliance must ensure that the school is in compliance within 6 months.	April 10, 2010	Staum, M. & other appropriate MPS personnel	A copy of the MPS district-wide policy that describes the procedures to ensure that schools failing to meet universal screening expectations implement a Plan of Rapid Compliance is provided to DPI. A copy of the form to be used to document the Plan of Rapid Compliance is provided to DPI.	Semi-Annual Report to DPI & the Independent Expert	June 1, 2010.
	G- 4. MPS develops a district-wide plan by May 1, 2010 to consistently implement a system of early intervening services for all MPS students in all MPS schools that incorporates the 14 essential components and the Phases of Implementation as described by the Independent Expert in the Needs Assessment Report and in Table 1.	June 30, 2010	Staum M. & other appropriate MPS personnel	1.Documentation of meetings during 2009-10 with the Independent Expert to develop a district-wide plan for SEIS. 2.A copy of the MPS Plan for SEIS approved by the Independent Expert is provided to DPI.	Special Report to DPI & the Independent Expert	June 30, 2010.

Goal H. MPS meets the requirement of Outcome Standard 1. As measured during a twelve (12) month period as designated in the Compliance Plan, ninety-five percent (95%) of MPS students initially referred for evaluation in each MPS school, will have their initial evaluation completed within the time limits included in chapter 115 of the Wisconsin Statutes, as amended, unless there is evidence of a valid extension; and the level of compliance identified in I.A.2.a. is maintained during the subsequent twelve (12) month period.

General Procedure: The Data Needs Assessment Report determined that there was “a high degree of confidence that data collected and reported in this area [data collected and reported by MPS in the area of Initial Evaluation Timelines] are valid and reliable” (*Milwaukee Public Schools Needs Assessment Report In Partial Fulfillment of Requirements of the Jamie S. Settlement Agreement*, 8/12/2009, p. 32). Building upon this determination the Timely Initial Evaluations Verification Procedures has two purposes. The first

purpose is to review the data for the past two school year periods (2007-08 and 2008-09) to identify school sites with timely initial evaluation completion rates of less than 95%. At the same time the data on the actual number of evaluations completed, the total number of evaluations exceeding the 60 day timeline, and those exceeding the 60 day timeline that were categorized as late will be examined. From those data individual cases of “late” evaluations will be examined to determine whether any patterns of systemic noncompliance could be identified.

The second purpose of this verification procedure is to determine whether substantial compliance can be established for schools with less than 20 initial evaluations during a year. Schools with less than 20 initial evaluations during a year cannot numerically reach the 95% standard. The method to be used for this verification activity is to –

1. Examine the *Eligibilities Detail Report* to each child with an evaluation categorized as “over timeline late” from 7/1/2007 to 6/30/2008 and 7/1/2008 to 6/30/2008.
2. Determine the number of days over the state timeline.
3. For cases that were that are 5 days or less days “over timeline late,” determine whether evidence of the four unforeseen circumstances described below prevented a timely evaluation:
 - a. Illness of child or parent
 - b. Public health (i.e. Swine Flu)
 - c. School Safety (i.e. Pipes burst)
 - d. Natural Disaster (i.e. Snow, fire)

Note: This procedure for Goal H was implemented in August, 2009. A report documenting the results will be provided to the parties by September 17, 2009. If the findings of the verification process do not meet Outcome Standard 1, the Independent Expert will develop with DPI a compliance plan.

Goal I. MPS meets the requirement of Outcome Standard 2. As measured during a twelve (12) month period as designated in the Compliance Plan, ninety-five percent (95%) of all initial IEP team meetings in each MPS school, of MPS students who have not previously received special education shall demonstrate one of the following: (i) the participation of at least one of the student’s parents or guardians at the initial IEP team meeting; or (ii) where no parent or guardian attends the initial IEP team meeting, MPS establishes that it made reasonable attempts to ensure the parent’s or guardian’s participation at the meeting by satisfying measurable criteria established in the Compliance Plan; and the level of compliance identified in paragraph I.A.4.a. is maintained during the subsequent twelve (12) month period.

General Procedure: The Data Needs Assessment Report determined that there was “a high degree of confidence that data collected and reported in this area [data collected and reported by MPS in the area of Parent Participation in the Initial IEP meeting] are valid and reliable” (*Milwaukee Public Schools Needs Assessment Report In Partial Fulfillment of Requirements of the Jamie S. Settlement Agreement*, 8/12/2009, p. 32)

The Independent Expert will develop a protocol for verification of the data reported by MPS for Outcome Standard 2 including direct contacts with a sample of families. The sample will be stratified to include parents who attended in person, via other means, and those who did not attend. MPS has agreed to provide a list of parents and contact information to be used by consultants hired by the Independent Expert in verifying participation in initial IEPs. The data collection is planned for late September through October, 2009. A report of the findings is anticipated by December 1, 2009. If the findings of the verification process do not meet Outcome Standard 2, the Independent Expert will develop with DPI a compliance plan.

This Jamie S. Compliance Plan is intended to provide specific details for action steps to be taken during the 2009-10 school year and commit to phases of implementation that will be revised annually. It is anticipated that a close working relationship with DPI and MPS will ensure that subsequent revisions of the compliance plan describing work to be completed in future years will be completed before the beginning of school and will smoothly integrate with other efforts to support MPS in getting better results for students and their families.
