

Participating LEA Memorandum of Understanding

This Memorandum of Understanding (“MOU”) is entered into by and between the State of Wisconsin (“State”) and _____ (“Participating LEA”). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top grant project.

The elements committed to in this MOU are intended to set forth the minimum requirements for participation in Race to the Top and are not intended as limitations. Participating LEAs are permitted to adopt locally developed requirements and standards in addition to those required by this MOU and any applicable Exhibit to the extent that these strategies do not conflict with federal or state law, collective bargaining agreements, or any requirement related to the Race to the Top grant program.

I. SCOPE OF WORK

Exhibit I outlines the State’s proposed reform plans (“State Plan”) that the Participating LEA is agreeing to implement.

Participating LEAs are authorized and encouraged to work collaboratively in consortia or with Cooperative Educational Service Agencies (CESAs) to develop and/or implement any or all requirements under Exhibit I.

If the State is awarded a Race to the Top grant in this funding round, Participating LEAs will be informed of their local award and asked to complete the Final Work Plan required by the U.S. Department of Education within 90 days. The Final Work Plan must be approved by an authorized LEA representative and the State Superintendent. Acceptance of a local award binds the LEA to the conditions agreed to in the MOU and the Final Work Plan.

Nothing in this Memorandum of Understanding shall be construed to alter or otherwise affect the rights, remedies, and procedures afforded school districts and school district employees under Federal, State, or local laws (including applicable regulations or court orders) or under the terms of collective bargaining agreements, memoranda of understanding, or other agreements between such employers and their employees.

The signature of the Local Teachers’ Union Leader set forth below indicates support for the LEA’s decision to be a Participating LEA and a commitment to discuss any relevant provisions in good faith. However, the signature provided and the Local Teachers’ Union Leader’s indication of support does not constitute an agreement by the Local Union to reopen or otherwise modify any existing collective bargaining agreement or waive its rights and protections under the Wisconsin Municipal Employment Relations Act. Any changes to the collective bargaining agreement made pursuant to this MOU shall be implemented only upon agreement of the LEA and the Local Union.

II. LEA GRANT PERIOD

The project period shall be up to 48 months.

III. PROJECT ADMINISTRATION

A. PARTICIPATING LEA RESPONSIBILITIES

In assisting the State in implementing the tasks and activities described in the State's Race to the Top application, the Participating LEA subgrantee will:

1. Implement the LEA plan as identified in Exhibit I of this agreement;
2. Actively participate in all relevant convenings, communities of practice, or other practice-sharing events that are organized or sponsored by the State or by the U.S. Department of Education ("ED");
3. Post to any website specified by the State or ED, in a timely manner, all non-proprietary products and lessons learned developed using funds associated with the Race to the Top grant;
4. Participate, as requested, in any evaluations of this grant conducted by the State or ED;
5. Be responsive to State or ED requests for information including the status of the project, project implementation, outcomes, and any problems anticipated or encountered;
6. Participate in meetings and telephone conferences with the State to discuss (a) progress of the project, (b) potential dissemination of resulting non-proprietary products and lessons learned, (c) plans for subsequent years of the Race to the Top grant period, and (d) other matters related to the Race to the Top grant and associated plans.

B. STATE RESPONSIBILITIES

In assisting Participating LEAs in implementing their tasks and activities described in the State's Race to the Top application, the State grantee will:

1. Work collaboratively with, and support the Participating LEA in carrying out the LEA Plan as identified in Exhibit I of this agreement;
2. Distribute in a timely fashion the LEA's portion of Race to the Top grant funds during the course of the project period and in accordance with the LEA Plan;
3. Provide feedback on the LEA's status updates, annual reports, any interim reports, and project plans and products; and
4. Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

1. The State and the Participating LEA will each appoint a key contact person for the Race to the Top grant.
2. These key contacts from the State and the Participating LEA will maintain frequent communication to facilitate cooperation under this MOU.
3. State and Participating LEA grant personnel will work together to determine appropriate timelines for project updates and status reports throughout the whole grant period.
4. State and Participating LEA grant personnel will negotiate in good faith to continue to achieve the overall goals of the State's Race to the Top grant, even when the State Plan requires modifications that affect the Participating LEA, or when the LEA Plan requires modifications.

D. STATE RECOURSE FOR LEA NON-PERFORMANCE

If the State determines the Participating LEA is not meeting its goals, timelines, budget, or annual targets or is not fulfilling other applicable requirements, the State grantee will take appropriate enforcement action, which could include a collaborative process between the State and the Participating LEA, or any of the enforcement measures that are detailed in 34 CFR section 80.43 including putting the Participating LEA on reimbursement payment status, temporarily withholding funds, or disallowing costs.

IV. ASSURANCES

The Participating LEA hereby certifies and represents that it:

1. Has all requisite power and authority to execute this MOU;
2. Is familiar with the State's Race to the Top grant application and is supportive of and committed to working on all or significant portions of the State Plan;
3. Agrees to be a Participating LEA and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded;
4. Will provide a Final Work Plan to be attached to this MOU as Exhibit III only if the State's application is funded; will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe in Exhibit III the Participating LEA's specific goals, activities, timelines, budgets, key personnel, and annual targets for key performance measures ("LEA Plan ") in a manner that is consistent with the Preliminary Scope of Work (Exhibits I) and with the State Plan; and
5. Will comply with all of the terms of the Grant, the State's subgrant, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the

Program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98, and 99).

V. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved and in consultation with ED.

VI. DURATION/TERMINATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a grant is received, ending upon the expiration of the grant project period, or upon mutual agreement of the parties, whichever occurs first.

VII. Exhibit I – Requirements for all Participating LEAs

Standards and Assessments

- Implement a curriculum aligned to the Common Core Standards in English language arts and mathematics.
- Implement the state's next generation summative and benchmark assessment system in reading and mathematics when it becomes available

Data Systems

- Implement a response to intervention model that provides diagnostic and progress assessments, core instruction to all students, differentiation strategies, and interventions in reading and mathematics.
- Use local and state-provided student growth data to set annual district and school achievement goals. Ensure regular principal and teacher review of local achievement data in professional learning communities or ensure cooperative planning time to continuously refine improvement strategies.
- Authorize the Department of Public Instruction (DPI) to share data collected from the Participating LEA with researchers as allowed under FERPA.

Great Teachers and Leaders

Measuring student growth

- Measure individual student growth over time using multiple measures that include formative assessments; standardized benchmark and summative tests; curriculum- and course-based assessments and individual student work (performances, projects, etc.)

Teacher and principal evaluation systems

- Under Wisconsin's Quality Educator Initiative (Wis. Admin. Code § PI 34) initial educators must establish and successfully execute a professional development plan, which must be reviewed by a professional development team comprised of a teacher, an administrator and a representative of a teacher training institution (IHE) to attain professional certification. DPI-trained team members must approve the goals.
- Ensure local principal and teacher evaluation systems include both formative and summative components.ⁱ
- Conduct annual formative and summative evaluations for probationary teachers as determined locally by applicable collective bargaining agreements, and for probationary principals.
- Conduct annual locally-determined formative evaluations, a summative evaluation in the first year, and a summative evaluation at least every third year thereafter for non-probationary teachers and principals. (Wis. Stat. § 121.02(1)(q))

- Implement improvement plans, which include annual summative evaluations, professional development, and classroom observations for principals and teachers rated as “unsatisfactory.”

Use evaluations to inform key decisions

- Under Wisconsin’s Quality Educator Initiative (Wis. Admin. Code § PI 34) initial educators who fail to satisfactorily complete a professional development plan (PDP) within five years are denied professional certification. The PDP approval process is based on planned professional growth and evidence of the effect of that growth on student learning.
- Use the results of formative evaluations to inform decision-making in the areas of coaching, induction support, and/or professional development
- **Optional Activities:** Use the results of formative evaluation systems to inform compensation, promotion or advancement decisions. *Participating LEAs may choose to implement none, some or all of these activities at their discretion and without penalty. LEAs should check the box for any item they wish to implement, or for any item already in place in the district.*
 - ☐ Opportunities to pursue advanced professional certifications for teachers and principals, including certification by the National Board for Professional Teaching Standards. *(Optional)*
 - ☐ Career ladders for promotion, additional compensation or advancement of teachers based on additional responsibilities and other qualifications. *(Optional)*
 - ☐ Career ladders for promotion, additional compensation or advancement of principals based on additional responsibilities or other qualifications. *(Optional)*
- Use the results of summative evaluation systems to inform decisions regarding non-probationary status for teachers and principals.
- Use the results of summative evaluation systems to inform non-renewal decisions.

Equitable distribution of teachers and principals

- Implement a district policy to ensure the equitable distribution of effective teachers and principals among schools within the LEA.
 - Measurement of principals and teachers will be based on qualifications, summative evaluations and experience.
 - Measurement of schools will include school-level student growth, achievement and demographic data.
 - Distribution analysis must compare high-poverty and high-minority schools relative to the district as a whole; as well as hard to staff subjects and specialty areas relative to all subject areas.

- If inequities in distribution exist, then the Participating LEA must perform a comprehensive review of policies and other constraints that prevent the recruitment, placement and retention of effective staff and implement strategies to address those barriers.
- Additionally, Participating LEAs must provide effective support to teachers and principals in those schools around improving student performance and qualifications. These supports may include professional learning communities, job-embedded professional development, and tuition reimbursement for license-related coursework.

High quality professional development

- Use local student data as well as district and school achievement goals to inform currently required professional development and coaching and mentoring programs.
- Provide regular common planning and collaboration time, which may include professional learning communities, to teachers and principals to support data usage and response to intervention efforts.
- Require additional, targeted professional development for principals and teachers rated as “unsatisfactory.” Adopt a policy to measure and assess the effectiveness of professional development programs as well as district and school intervention relative to improvements in student achievement and staff evaluations.

Turning Around Struggling Schools

- Implement one of the four federally required school intervention models: turnaround model, restart model, school closure, or transformation in schools identified among the lowest-achieving five percent of Title I-eligible schools.

(Based on Federal criteria, currently this only applies to 12 schools in the City of Milwaukee.)

ⁱ Evaluation system definitions and description:

Formative Evaluations: Are not intended for disciplinary purposes but can inform professional development activities and may lead to the implementation of individual plans designed to improve performance and instruction. Formative evaluations include the following as significant factors:

- Student growth and achievement data that result from assessments in core academic subjects administered to pupils under Wis. Stat. § 118.30 and 20 USC 6311 (b) (3), provided the school board has developed a teacher evaluation plan through collective bargaining that includes all of the following:
 - 1) A description of the evaluation process.
 - 2) Multiple criteria in addition to examination results.
 - 3) The rationale for using examination results to evaluate teachers.
 - 4) An explanation of how the school board intends to use the evaluations to improve pupil academic achievement
- Evidence of student growth and achievement from locally developed assessments, portfolios of student work, grades, rigor of coursework (including dual enrollment, honors, AP or IB courses), and other measures deemed by the State to be rigorous and comparable across classrooms.
- Portfolio of teacher’s work or instructional artifacts
- Classroom observations

Summative Evaluations: Per Wis. Stat. § 121.02(1)(q), conduct an evaluation in the first year and at least every third year thereafter to assess overall employment performance, which may be used for disciplinary purposes. This should include:

- A classroom observation
- A review of compliance with action steps created under the formative evaluations process.
- A review of compliance with district personnel policies
- Any other criteria allowed by State law.
- Multiple rating categories, which must include at a minimum “satisfactory” and “unsatisfactory.”

If performance is unsatisfactory, then an improvement plan shall be implemented. Progressive disciplinary measures may be taken pursuant to district policy.

- Performance improvement plans must clearly articulate: the specific areas of improvement, time frame for the plan, and defined outcomes. Opportunities for improvement shall be offered, which may include ongoing observation, mentoring, ongoing conferences, modeling, and professional development. Career transition benefits may be offered to employees that voluntarily choose to leave their positions.

VIII. SIGNATURES

LEA Superintendent (or equivalent authorized signatory):

Signature/Date

Print Name/Title

President of Local School Board:

Signature/Date

Print Name/Title

Local Teachers' Union Leader:

Signature/Date

Print Name/Title

Authorized State Official - required:

By its signature below, the State hereby accepts the LEA as a Participating LEA.

Signature/Date

Print Name/Title

Appendix A: Wisconsin Race to the Top – Overview of State Plan and MOU

Elements of State Reform Plan	State Commitments	Participating LEA
A. State Success Factors		
A(2) Building strong statewide capacity to implement, scale up, and sustain proposed plans	<ul style="list-style-type: none"> The State will create the Office of Education Innovation and Improvement (OEII). <ul style="list-style-type: none"> Reporting to the State Superintendent, the OEII will be responsible for overseeing the execution of Wisconsin's Race to the Top plans, awarding and managing external contracts and ensuring the State's and LEA's compliance with the conditions outlined in the State's RTTT grant and LEA Final Work Plans. Additionally, the OEII will be charged with providing statewide expertise and support to LEAs to advance the federal education reform agenda requirements the areas of standards and assessments, data systems, effective teachers and leaders, and turning around struggling schools. The office will include project management and administration staff housed in Madison and project consultants working regionally with each CESA. The State will secure external mechanisms to measure and report on Race to the Top progress. <ul style="list-style-type: none"> The Wisconsin DOA, in consultation with the Wisconsin Office of Recovery and Reinvestment, Wisconsin DPI, and the OEII will contract with an outside accountability/audit/consulting firm or firms to externally measure and report on an annual basis the State's and LEAs' progress with and compliance to the conditions and goals outlined in the State's Race to the Top grant and LEAs' Final Work Plans. Outside entities may also be used in the 90 day period to ensure that the correct resources, capacity, and capabilities are leveraged by the State during this critical period in order to guarantee that the Final Work Plans are specific, measurable, achievable, realistic, and time bound, and are in line with the RTTT guidelines for ambitious yet achievable plans for implementing coherent, compelling, and comprehensive education reform. The State will augment the Wisconsin Initiative for Neighborhoods and Schools that Work for Children (WINS), a Milwaukee philanthropic effort. WINS will provide holistic, data-driven wraparound services, including healthcare access, early childhood, education and child care, to students in two Milwaukee neighborhoods. 	
i) (a-c) Ensuring the capacity to implement		No action required.
B. Standards and Assessments		

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(B)(1) Developing and adopting common standards		
(i) Participating in consortium developing high quality standards	<ul style="list-style-type: none"> The State will adopt the English Language Arts Common Core Standards and the Mathematics Common Core Standards. The State, as a leading member of the SMARTER/Balanced assessment consortium, will involve Wisconsin educators in developing model curriculum and units of instruction for each grade level, reflecting a learning progression for the Common Core Standards. 	<i>No action required. See B(3)</i>
(ii) Adopting standards		<i>No action required. See B(3)</i>
(B)(2) Developing and implementing common, high-quality assessments	<ul style="list-style-type: none"> The State, as part of the SMARTER/Balanced assessment consortium, will develop a common statewide benchmark assessment accessible through a shared computer-based format to gauge student progress on the Common Core Standards throughout the school year. 	<i>No action required. See B(3)</i>
(B)(3) Supporting the transition to enhanced standards and high-quality assessments	<ul style="list-style-type: none"> The State, in collaboration with the SMARTER/Balanced assessment consortium, will develop online resources to include model curriculum, model units of instruction, classroom assessment strategies, and video classroom vignettes. The State will support professional development through a combination of local and regional professional learning communities, summer institutes, and online training modules and networking. The State is working with postsecondary institutions and national research partners, including the National Center for the Improvement of Educational Assessment, Inc. (NCIEA), the Wisconsin Center for Education Research (WCER) and the Value-Added Research Center (VARC) on improving the quality of student growth data and related professional development to LEAs. 	<ul style="list-style-type: none"> Implement a curriculum aligned to the Common Core Standards in English language arts and mathematics. Implement the state's next generation summative and benchmark assessment system in reading and mathematics when it becomes available
C. Data Systems		
(C)(1) Fully implementing a statewide longitudinal data system	<ul style="list-style-type: none"> The State meets 10 of the 12 requirements of the America COMPETES Act. Per State Fiscal Stabilization Fund (SFSF) conditions, the State will meet all 12 requirements of the American COMPETES Act by September 30, 2011. 	<ul style="list-style-type: none"> Complete new data collection and reporting required under the America COMPETES Act.

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(C)(2) Accessing and using State data	<ul style="list-style-type: none"> The State provides a public reporting portal for education data through the Wisconsin Information Network for Successful Schools (WINSS). The State LDS provides secure access to the Multidimensional Analytic Tool (MDAT), which allows teachers and principals to review annual individual student growth data combined with attendance, discipline and other key student indicators. The State established a P-16 data exchange and is incorporating postsecondary enrollment data from the National Student Clearinghouse. 	<i>No action required.</i>
(C)(3) Using data to improve instruction		
(i) Use of local instructional improvement systems	<ul style="list-style-type: none"> The State will rapidly expand and scale the statewide Response to Intervention (RtI) Center, tripling the capacity to coordinate and provide technical assistance, professional development and data coaching services to LEAs and CESAs. The State will expand individual student growth data currently available through the LDS by enhancing the Multidimensional Analytic Tool (MDAT) and incorporating the “Colorado growth” system into the LDS by 2011. The State will provide financial support to VARC to expand district participation and training in value-added analysis. 	<ul style="list-style-type: none"> Implement a response to intervention model that provides diagnostic and progress assessments, core instruction to all students, differentiation strategies, and interventions in reading and mathematics. Use local and state-provided student growth data to set annual district and school achievement goals. Ensure regular principal and teacher review of local achievement data in professional learning communities or ensure cooperative planning time to continuously refine improvement strategies.
(ii) Professional development on use of data	<ul style="list-style-type: none"> The State will work with key stakeholders to develop professional development modules and tools around data literacy and using data to improve instruction. Professional development and training will be delivered by the State as well as regional CESAs, professional organizations, and non-profit organizations to provide educators the professional face-to-face training they need to utilize student growth and value-added data reports in the classroom to improve instruction. 	<ul style="list-style-type: none"> <i>See (D)(5)(i)</i>

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(iii) Availability and accessibility of data to researchers	<ul style="list-style-type: none"> Pursuant to 2009 Wisconsin Act 59, the Department of Public Instruction, University of Wisconsin System, Wisconsin Technical College System and the Wisconsin Association of Independent Colleges and Universities established a PK-16 data exchange to facilitate greater program evaluation and educational research. <ul style="list-style-type: none"> An enabling memorandum of understanding has established data exchange protocols to effectuate the legislation. Additionally, a data management position was established to coordinate research requests across agencies, facilitate data exchanges, serve as a point of contact for external research partners, and review FERPA-related concerns. Under the pending ARRA state longitudinal data system grant, the State will implement a robust online teacher licensure system that will more accurately and efficiently link student coursework, teachers and preparation programs, significantly improving research and program evaluation. The online teacher licensure system will enable DPI to assess and verify the equitable distribution of teachers and principals by school and subject (see (D)(3)) The State will convene a Data Summit to outline a research agenda for the year and discuss best practices with a wide group of stakeholders and researchers, and will work collaboratively to provide a wide range of data as allowed under FERPA to researchers whose research projects are selected by the state as complementary to that agenda. 	<ul style="list-style-type: none"> Authorize the Department of Public Instruction to share data collected from the Participating LEA with researchers as allowed under FERPA.
D. Great Teachers & Leaders		
(D)(1) Provide high-quality pathways for aspiring teachers and principals	<ul style="list-style-type: none"> Under Wis. Stat. § 115.28 (7), the State Superintendent is given authority to prescribe rule standards and procedures for approval of educator preparation programs leading to licensure. Alternative route programs are specifically prescribed in Wis. Admin. Code § PI 34.17 (6). Candidates for alternative certification must complete the Praxis I and II exam as well as a clinical experience, per Wis. Stat. § 118.19 (3). The State supports 11 alternative certification programs, which focus on critical shortage areas and increasing the diversity of the state's teachers. 	<i>No action required.</i>
(D)(2) Improving teacher and principal effectiveness based on performance:		

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Elements of State Reform Plan	State Commitments	Participating LEA
(i) Measure student growth	<ul style="list-style-type: none"> • The State will provide individual student growth data through the state longitudinal data system and support statewide access to value-added data through VARC. • The State, in conjunction with key stakeholders, will establish parameters for local measures of student growth, which may be locally developed or commercially purchased, that are rigorous and comparable across classrooms. 	<ul style="list-style-type: none"> • Measure individual student growth over time using multiple measures that include formative assessments; standardized benchmark and summative tests; curriculum- and course-based assessments and individual student work (performances, projects, etc.)

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<p>(ii) Design and implement evaluation systems</p>	<p><u>Pilot a Preservice Evaluation</u></p> <ul style="list-style-type: none"> The State will participate in a national partnership to develop and pilot a preservice teacher performance assessment (TPA) tool with a rating scale to be used during the student teaching clinical experience. Educator preparation programs will be able to use this tool to endorse candidates for state licensure. <p><u>Develop a Model Evaluation System</u></p> <ul style="list-style-type: none"> The state, in conjunction with key stakeholders, will develop and pilot a rigorous, transparent and fair model evaluation system for teachers and principals that will: <ul style="list-style-type: none"> Include multiple criteria such as standardized assessments in core academic subjects, locally developed assessments, grades, portfolios of student work, rigor of coursework (including dual enrollment, honor, AP or IB courses), and other measures deemed by the state to be rigorous and comparable across classrooms. Include student growth as a significant factor. Establish multiple rating categories for principal and teacher evaluation. Be based on Wisconsin Educator Standards, the National Board Certification and the Wisconsin Master Educator Assessment Process. Be aligned with Wisconsin's next generation assessment system. <p><u>Tiered Licensing Requirements</u></p> <p>The State has a tiered licensing system under Wis. Admin. Code § PI 34.</p> <ul style="list-style-type: none"> Initial educator license: This is a five-year, non-renewal initial license. Initial educators are provided with a qualified mentor, support seminars and an ongoing orientation by the employing school district. <ul style="list-style-type: none"> <i>Advancement.</i> Successfully complete a minimum of three years as an initial educator period and complete a professional development plan (PDP) that demonstrates increased proficiency, evidence of student learning, evidence of collaboration and is aligned with State standards. Professional educator license: This is a five year renewable license. <ul style="list-style-type: none"> <i>Renewal:</i> Successfully complete a professional development plan that demonstrates increased proficiency, evidence of student learning, evidence of collaboration and is aligned with State standards. Master educator license: This is a ten year renewable license for educators based on the National Board for Professional Teaching Standards certification or the Wisconsin Master Educator Assessment Process. 	<ul style="list-style-type: none"> Ensure local principals and teachers evaluation systems have both formative and summative components. Participating LEAs are encouraged to align local systems to the State-developed standards or adopt the model evaluation system. <p><i>Definitions</i></p> <p>Formative Evaluations: Are not intended for disciplinary purposes but can inform professional development activities and may lead to the implementation of individual plans designed to improve performance and instruction. Formative evaluations include the following as significant factors:</p> <ul style="list-style-type: none"> Student growth and achievement data that result from assessments in core academic subjects administered to pupils under Wis. Stat. § 118.30 and 20 USC 6311 (b) (3), provided the school board has developed a teacher evaluation plan through collective bargaining that includes all of the following: <ol style="list-style-type: none"> A description of the evaluation process Multiple criteria in addition to examination results The rationale for using examination results to evaluate teachers An explanation of how the school board intends to use the evaluations to improve pupil academic achievement Evidence of student growth and achievement from locally developed assessments, portfolios of student work, grades, rigor of coursework (including dual enrollment, honors, AP or IB courses), and other measures deemed by the State to be rigorous and comparable across classrooms Portfolio of teacher's work or instructional artifacts Classroom observations <p>Summative Evaluations: Per Wis. Stat. § 121.02(1)(q), conduct an evaluation in the first year and at least every third year thereafter to assess overall employment performance, which may be used for disciplinary purposes. This should include:</p> <ul style="list-style-type: none"> A classroom observation A review of compliance with action steps created under the formative evaluations process A review of compliance with district personnel policies Any other criteria allowed by State law Multiple rating categories, which must include at a minimum "satisfactory" and "unsatisfactory" <p>If performance is unsatisfactory, then an improvement plan shall be implemented. Progressive disciplinary measures may be taken pursuant to district policy. Performance improvement plans must clearly articulate the specific areas of improvement, time frame for the plan, and defined outcomes. Opportunities for improvement shall be offered, which may include ongoing observation, mentoring, ongoing conferences, modeling, and professional development. Career transition benefits may be offered to employees that voluntarily choose to leave their positions.</p>

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(iii) Conduct annual evaluations	<ul style="list-style-type: none"> Wis. Stat. § 121.02(1)(q) and Wis. Admin. Code § P1 8.01(2)(q) establishes specific criteria and a systematic procedure to measure the performance of licensed school personnel. <ul style="list-style-type: none"> An observation of the individual's performance must be included as part of the summative evaluation data. A summative evaluation must be conducted in the first year of employment and at least every third year. 	<ul style="list-style-type: none"> Under Wisconsin's Quality Educator Initiative (Wis. Admin. Code § P1 34) initial educators must establish and successfully execute a professional development plan, which must be reviewed by a professional development team comprised of a teacher, an administrator and a representative of a teacher training institution (IHE) to attain professional certification. DPI-trained team members must approve the goals. Conduct annual formative and summative evaluations for probationary teachers as determined locally by applicable collective bargaining agreements, and for probationary principals. Conduct annual locally-determined formative evaluations, a summative evaluation in the first year, and a summative evaluation at least every third year thereafter for non-probationary teachers and principals. (Wis. Stat. § 121.02(1)(q)) Implement improvement plans, which include annual summative evaluations, professional development, and classroom observations for principals and teachers rated as "unsatisfactory."
(iv)(a) Use evaluations to inform professional development	<i>No action required.</i>	<ul style="list-style-type: none"> Use the results of formative evaluations to inform decision-making in the areas of coaching, induction support, and/or professional development
(iv)(b) Use evaluations to inform compensation, promotion, and retention	<i>No action required.</i>	<ul style="list-style-type: none"> Optional Activities: Use the results of formative evaluation systems to inform compensation, promotion or advancement decisions. <i>Participating LEAs may choose to implement none, some or all of these activities at their discretion and without penalty. LEAs should check the box for any item they wish to implement, or for any item already in place in the district.</i> <ul style="list-style-type: none"> <input type="checkbox"/> Opportunities to pursue advanced professional certifications for teachers and principals, including certification by the National Board for Professional Teaching Standards. <i>(Optional)</i> <input type="checkbox"/> Career ladders for promotion, additional compensation or advancement of teachers based on additional responsibilities and other qualifications. <i>(Optional)</i> <input type="checkbox"/> Career ladders for promotion, additional compensation or advancement of principals based on additional responsibilities or other qualifications. <i>(Optional)</i>

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(iv)(c) Use evaluations to inform tenure and/or full certification	<i>No action required.</i>	<ul style="list-style-type: none"> Under Wisconsin's Quality Educator Initiative (Wis. Admin. Code § PI 34) initial educators who fail to satisfactorily complete a professional development plan (PDP) within five years are denied professional certification. The PDP approval process is based on planned professional growth and evidence of the effect of that growth on student learning. Use the results of summative evaluation systems to inform decision regarding non-probationary status for teachers and principals.
(iv)(d) Use evaluations to inform removal	<i>No action required.</i>	<ul style="list-style-type: none"> Use the results of summative evaluation systems to inform non-renewal decisions.
(D)(3) Ensuring equitable distribution of effective teachers and principals:		
(i) High-poverty and/or high-minority schools	<ul style="list-style-type: none"> The State will use the proposed online teacher licensure system to assess and verify the equitable distribution of teachers and principals by school and subject. Provide additional support to the University of Wisconsin System's Urban Educator Institute to expand the placement of preservice teachers from across the state in urban centers for their student teaching clinical experience. The State supports educator recruitment and placement by posting on the Department of Public Instruction webpage: <ul style="list-style-type: none"> Educator vacancies in Wisconsin; Educator loan deferment and forgiveness programs; and Master educator information. 	<ul style="list-style-type: none"> Implement a district policy to ensure the equitable distribution of effective teachers and principals among schools within the LEA. <ul style="list-style-type: none"> Measurement of principals and teachers will be based on qualifications, summative evaluations and experience. Measurement of schools will include school-level student growth, achievement and demographic data. Distribution analysis must compare high-poverty and high-minority schools relative to the district as a whole, as well as hard to staff subjects and specialty areas relative to all subject areas. If inequities in distribution exist, then the Participating LEA must perform a comprehensive review of policies and other constraints that prevent the recruitment, placement and retention of effective staff and implement strategies to address those barriers.
(ii) Hard-to-staff subjects and specialty areas including mathematics, science, and special education, and language instruction educational programs		<ul style="list-style-type: none"> Additionally, Participating LEAs must provide effective support to teachers and principals in those schools around improving student performance and qualifications. These supports may include professional learning communities, job-embedded professional development, and tuition reimbursement for license-related coursework

Appendix A: Wisconsin Race to the Top – Overview of State Plan and MOU

Elements of State Reform Plan	State Commitments	Participating LEA
(D)(4) Ensuring the effectiveness of teacher and principal preparation programs	<ul style="list-style-type: none"> Under Wis. Admin. Code § 34.06(3)(a), postsecondary education preparation programs are required to participate in a continuous review process, which includes annual visits. Program evaluation and approval is based on candidate performance measured against state standards and student achievement/growth. Under Wis. Admin. Code § 34.15(8), postsecondary educator preparation programs are required to conduct follow up studies with graduates and their employers on program effectiveness and student achievement/growth and then use that data for improvement. This data is also used by the State as part of the preparation program approval process. 	<i>No action required.</i>
(D)(5) Providing effective support to teachers and principals:		
(i) Quality professional development	<ul style="list-style-type: none"> The State, in conjunction with key stakeholders, will develop mentor and coaching guidelines as well as best practices to improve effectiveness. The State will provide high quality coaching and mentoring resources and tools around principal and teacher effectiveness. The State will provide direct mentor and coaching training and support, including mentor academics and coaching institutes. 	<ul style="list-style-type: none"> Use local student data as well as district and school achievement goals to inform currently required professional development and coaching and mentoring programs. Provide regular common planning and collaboration time, which may include professional learning communities, to teachers and principals to support data usage and response to intervention efforts. Provide additional, targeted professional development for principals and teachers rated as “unsatisfactory.”
(ii) Measure effectiveness of professional development	<ul style="list-style-type: none"> Annually review the effectiveness of state-sponsored professional development programs, which may include third-party assessments, participant evaluations and LEA assessments of principal and staff improvement. 	<ul style="list-style-type: none"> Adopt a policy to measure and assess the effectiveness of professional development programs as well as district and school intervention relative to improvements in student achievement and staff evaluations.

Appendix A: Wisconsin Race to the Top – Overview of State Plan and MOU

E. Turning Around Struggling Schools: <i>The following Section (E) only applies to the Milwaukee Public Schools, which encompasses all of the identified lowest-achieving schools.</i>		
(E)(1) Intervening in the lowest-achieving schools and LEAs	<p>The State derives authority to intervene in the lowest-achieving schools and LEAs from:</p> <ul style="list-style-type: none"> • State Superintendent intervention authority under 2010 Wisconsin Act 215 • Federal Corrective Action Requirements under Elementary and Secondary Education Act (ESEA) • Federal School Improvement Grant requirements 	No action required.
(E)(2) Turning around the lowest-achieving schools		
(i) Identifying the persistently lowest-achieving schools	<ul style="list-style-type: none"> • Per the federal SFSF and School Improvement Grant requirements, the State has implemented a methodology for identifying the persistently lowest-achieving schools. Currently, all schools are located in the Milwaukee Public Schools. 	No action required.
(ii) Turning around the persistently lowest-achieving schools	<ul style="list-style-type: none"> • The State will work with MPS to align requirements under the School Improvement Grant program, the ESEA-required corrective action plan and new state requirements pursuant to 2010 Wisconsin Act 215 to maintain a focused, coherent approach to school and district turnaround in Milwaukee. 	<ul style="list-style-type: none"> • Implement one of the four federally required school intervention models: turnaround model, restart model, school closure, or transformation in schools identified among the lowest-achieving five percent of Title I eligible schools. (Based on Federal criteria, currently this only applies to 12 schools in the City of Milwaukee.)
Competitive Preference Priority: STEM		
	<ul style="list-style-type: none"> • The OEII will create a working group to coordinate STEM efforts around the state, strengthen ties with regional economic development partners and higher education stakeholders to align STEM efforts around higher education and workforce need as well as to promote best practices within Wisconsin schools. • The OEII will contract with educational institutions, professional organizations and/or non-profit organizations to provide STEM teacher and learning academies on site and via virtual learning opportunities throughout the state. • The OEII will work with educational institutions, professional organizations and/or non-profit organizations to develop and provide resources and partnerships that drive STEM best practices through support of pilot projects, teacher development, and STEM instructional materials. These efforts will be coordinated with the STEM academies and ensure the long term sustainability of these enhanced STEM initiatives. 	No action required.

Exhibit I, Appendix B – Proposed Base Funding

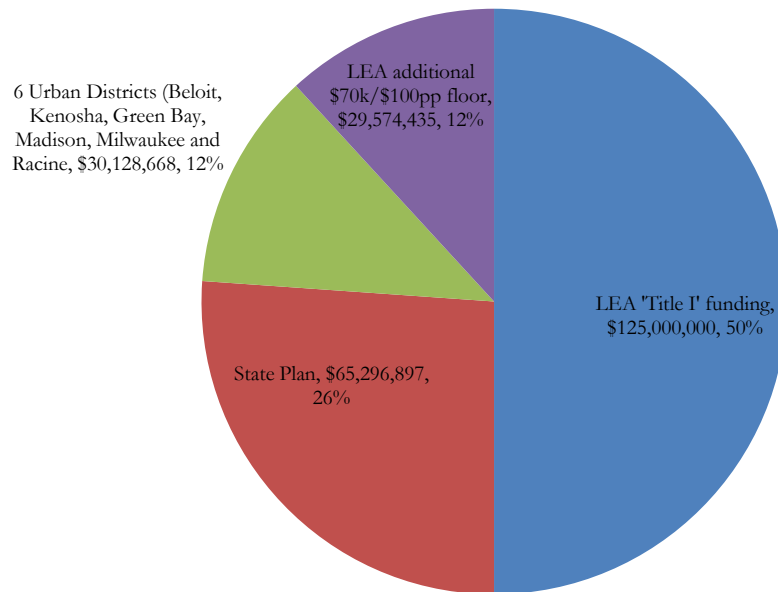


Figure 1. Overview of Wisconsin's RTTT Budget

The table below provides general guidance as to the base funding amount that the Participating LEA may receive upon successful award of the total funding amount requested by the State of Wisconsin. No less than 50% of all Wisconsin Race to the Top funds will be distributed via this formula. Participating school district funding amounts may be increased in the event that not all eligible districts opt in to participate. Additionally, this base amount of funding does not reflect additional discretionary funding that may be awarded to districts.

Assumptions:

- (1) all LEAs participate,
- (2) the State is awarded \$250 million, and
- (3) each participating district receives a minimum of \$70,000 or \$100 per pupil, or the allocation under the Title I formula, whichever is the greatest amount.

Note: This table does not include additional funding allocated to the six urban districts (Beloit, Kenosha, Green Bay, Madison, Milwaukee, and Racine)

Appendix B: Wisconsin Race to the Top – Proposed Base Funding

School District/LEA	Estimated Minimum Local Award (based on the Title I formula and \$70k / \$100 per pupil minimums)
21st Century Preparatory School	\$100,960
Abbotsford	\$70,000
Academy of Learning & Leadership	\$258,097
Adams-Friendship Area	\$327,255
Albany	\$70,000
Algoma	\$70,000
Alma	\$70,000
Alma Center	\$70,565
Almond-Bancroft	\$70,000
Altoona	\$150,200
Amery	\$173,600
Antigo	\$379,752
Appleton Area	\$1,523,500
Arcadia	\$103,400
Argyle	\$70,000
Arrowhead UHS	\$223,200
Ashland	\$347,361
Ashwaubenon	\$310,300
Athens	\$70,000
Auburndale	\$90,900
Augusta	\$321,596
Baldwin-Woodville Area	\$155,400

Appendix B: Wisconsin Race to the Top – Proposed Base Funding

Bangor	\$70,000
Baraboo	\$298,100
Barneveld	\$70,000
Barron Area	\$141,952
Bayfield	\$99,571
Beaver Dam	\$357,300
Beecher-Dunbar-Pembine	\$70,000
Belleville	\$95,300
Belmont Community	\$70,000
Beloit	\$1,400,720
Beloit Turner	\$164,033
Benton	\$70,000
Berlin Area	\$162,800
Big Foot UHS	\$70,000
Birchwood	\$70,000
Black Hawk	\$70,000
Black River Falls	\$189,800
Blair-Taylor	\$132,414
Bloomer	\$111,600
Bonduel	\$90,088
Boscobel Area	\$90,000
Bowler	\$103,253
Boyceville Community	\$78,800
Brighton #1	\$70,000

Appendix B: Wisconsin Race to the Top – Proposed Base Funding

Brillion	\$95,700
Bristol #1	\$70,000
Brodhead	\$113,800
Brown Deer	\$180,700
Bruce	\$87,983
Bruce Guadalupe	\$185,589
Burlington Area	\$361,200
Business and Economics Academy	\$385,781
Butternut	\$70,000
Cadott Community	\$90,634
Cambria-Friesland	\$70,000
Cambridge	\$90,000
Cameron	\$94,400
Campbellsport	\$147,000
Capitol West Academy	\$77,084
Cashton	\$293,882
Cassville	\$74,279
Cedar Grove-Belgium Area	\$110,000
Cedarburg	\$308,000
Central City Cyberschool	\$206,359
Central/Westosha UHS	\$123,500
Chequamegon	\$137,593
Chetek	\$115,907
Chilton	\$121,600

Appendix B: Wisconsin Race to the Top – Proposed Base Funding

Chippewa Falls Area	\$501,200
Clayton	\$70,743
Clear Lake	\$70,000
Clinton Community	\$125,800
Clintonville	\$157,200
Cochrane-Fountain City	\$70,000
Colby	\$171,207
Coleman	\$76,539
Colfax	\$84,300
Columbus	\$118,500
Cornell	\$70,000
Crandon	\$177,609
Crivitz	\$105,012
Cuba City	\$70,000
Cudahy	\$269,328
Cumberland	\$111,000
D C Everest Area	\$567,600
Darlington Community	\$79,429
Darrell Lynn Hines Academy	\$138,935
De Forest Area	\$326,700
De Pere	\$373,700
De Soto Area	\$70,000
Deerfield Community	\$79,100
Delavan-Darien	\$261,591

Appendix B: Wisconsin Race to the Top – Proposed Base Funding

Denmark	\$152,900
Dodgeland	\$81,700
Dodgeville	\$136,800
Dover #1	\$70,000
Downtown Montessori	\$70,000
Drummond Area	\$96,351
Durand	\$128,202
East Troy Community	\$176,000
Eau Claire Area	\$1,073,000
Edgar	\$70,000
Edgerton	\$189,000
Elcho	\$70,000
Eleva-Strum	\$70,000
Elk Mound Area	\$109,300
Elkhart Lake-Glenbeulah	\$70,000
Elkhorn Area	\$302,900
Ellsworth Community	\$170,500
Elmbrook	\$736,300
Elmwood	\$70,000
Erin	\$70,000
Evansville Community	\$183,100
Fall Creek	\$86,300
Fall River	\$70,000
Fennimore Community	\$116,518

Appendix B: Wisconsin Race to the Top – Proposed Base Funding

Flambeau	\$106,817
Florence	\$70,000
Fond du Lac	\$744,800
Fontana J8	\$70,000
Fort Atkinson	\$288,300
Fox Point J2	\$92,700
Franklin Public	\$415,100
Frederic	\$77,492
Freedom Area	\$159,300
Friess Lake	\$70,000
Galesville-Ettrick-Trempealeau	\$145,600
Geneva J4	\$70,000
Genoa City J2	\$70,000
Germantown	\$398,500
Gibraltar Area	\$70,000
Gillett	\$70,300
Gilman	\$78,532
Gilmanton	\$70,000
Glendale-River Hills	\$98,900
Glenwood City	\$71,200
Goodman-Armstrong	\$70,000
Grafton	\$220,500
Granton Area	\$124,963
Grantsburg	\$136,800

Appendix B: Wisconsin Race to the Top – Proposed Base Funding

Green Bay Area	\$3,903,936
Green Lake	\$70,000
Greendale	\$263,600
Greenfield	\$331,100
Greenwood	\$104,852
Gresham	\$70,000
Hamilton	\$443,900
Hartford J1	\$163,400
Hartford UHS	\$161,500
Hartland-Lakeside J3	\$143,700
Hayward Community	\$378,277
Herman #22	\$70,000
Highland	\$70,000
Hilbert	\$70,000
Hillsboro	\$199,163
Holmen	\$363,700
Horicon	\$84,800
Hortonville	\$332,700
Howards Grove	\$98,900
Howard-Suamico	\$528,800
Hudson	\$535,700
Hurley	\$70,000
Hustisford	\$70,000
Independence	\$70,000

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Inland Seas School of Expeditionary Lrng	\$70,000
Iola-Scandinavia	\$77,400
Iowa-Grant	\$77,100
Ithaca	\$70,000
Janesville	\$1,056,200
Jefferson	\$188,400
Johnson Creek	\$70,000
Juda	\$70,000
Kaukauna Area	\$398,900
Kenosha	\$3,458,011
Kettle Moraine	\$428,700
Kewaskum	\$205,000
Kewaunee	\$103,000
Kickapoo Area	\$70,188
Kiel Area	\$149,000
Kimberly Area	\$445,800
Kohler	\$70,000
La Crosse	\$1,171,861
La Farge	\$86,448
Lac du Flambeau #1	\$129,404
Ladysmith-Hawkins	\$133,852
Lake Country	\$70,000
Lake Geneva J1	\$209,300
Lake Geneva-Genoa City UHS	\$137,000

Appendix B: Wisconsin Race to the Top – Proposed Base Funding

Lake Holcombe	\$70,000
Lake Mills Area	\$132,800
Lakeland UHS	\$88,300
Lancaster Community	\$94,800
Laona	\$70,000
Lena	\$70,000
Linn J4	\$70,000
Linn J6	\$70,000
Little Chute Area	\$238,807
Lodi	\$163,900
Lomira	\$109,700
Loyal	\$143,544
Luck	\$70,000
Luxemburg-Casco	\$191,700
Madison Metropolitan	\$4,089,396
Manawa	\$96,036
Manitowoc	\$591,545
Maple	\$166,311
Maple Dale-Indian Hill	\$70,000
Marathon City	\$70,000
Marinette	\$224,500
Marion	\$70,000
Markesan	\$131,371
Marshall	\$126,000

Appendix B: Wisconsin Race to the Top – Proposed Base Funding

Marshfield	\$409,100
Mauston	\$193,145
Mayville	\$116,100
McFarland	\$214,700
Medford Area	\$212,300
Mellen	\$70,000
Melrose-Mindoro	\$71,500
Menasha	\$368,700
Menominee Indian	\$556,679
Menomonee Falls	\$457,300
Menomonie Area	\$325,700
Mequon-Thiensville	\$375,400
Mercer	\$70,000
Merrill Area	\$308,400
Merton Community	\$105,300
Middleton-Cross Plains	\$589,800
Milton	\$329,300
Milwaukee	\$56,028,024
Milwaukee Academy of Science	\$489,076
Milwaukee College Preparatory School	\$236,577
Milwaukee Renaissance Academy	\$70,000
Mineral Point	\$78,700
Minocqua J1	\$82,165
Mishicot	\$99,400

Appendix B: Wisconsin Race to the Top – Proposed Base Funding

Mondovi	\$116,974
Monona Grove	\$306,700
Monroe	\$293,700
Montello	\$73,600
Monticello	\$70,000
Mosinee	\$217,400
Mount Horeb Area	\$232,700
Mukwonago	\$504,400
Muskego-Norway	\$488,700
Necedah Area	\$80,300
Neenah	\$628,900
Neillsville	\$106,900
Nekoosa	\$133,800
Neosho J3	\$70,000
New Auburn	\$74,018
New Berlin	\$479,400
New Glarus	\$88,200
New Holstein	\$113,300
New Lisbon	\$109,151
New London	\$239,700
New Richmond	\$297,000
Niagara	\$70,000
Nicolet UHS	\$119,600
Norris	\$70,000

Appendix B: Wisconsin Race to the Top – Proposed Base Funding

North Cape	\$70,000
North Crawford	\$92,241
North Fond du Lac	\$126,500
North Lake	\$70,000
North Lakeland	\$70,000
Northern Ozaukee	\$185,300
Northland Pines	\$141,000
Northwood	\$78,550
Norwalk-Ontario-Wilton	\$132,994
Norway J7	\$70,000
Oak Creek-Franklin	\$599,400
Oakfield	\$70,000
Oconomowoc Area	\$472,700
Oconto	\$118,100
Oconto Falls	\$193,300
Omro	\$131,100
Onalaska	\$294,700
Oostburg	\$101,400
Oregon	\$362,300
Osceola	\$188,500
Oshkosh Area	\$1,032,900
Osseo-Fairchild	\$100,000
Owen-Withee	\$122,630
Palmyra-Eagle Area	\$117,500

Appendix B: Wisconsin Race to the Top – Proposed Base Funding

Pardeeville Area	\$90,500
Paris J1	\$70,000
Parkview	\$103,200
Pecatonica Area	\$70,000
Pepin Area	\$70,000
Peshtigo	\$121,900
Pewaukee	\$240,600
Phelps	\$70,000
Phillips	\$90,000
Pittsville	\$87,842
Platteville	\$176,316
Plum City	\$70,000
Plymouth	\$242,300
Port Edwards	\$70,000
Port Washington-Saukville	\$268,600
Portage Community	\$263,700
Potosi	\$70,000
Poynette	\$109,000
Prairie du Chien Area	\$158,145
Prairie Farm	\$70,000
Prentice	\$74,736
Prescott	\$129,500
Princeton	\$70,000
Pulaski Community	\$368,700

Appendix B: Wisconsin Race to the Top – Proposed Base Funding

Racine	\$4,509,757
Randall J1	\$73,900
Randolph	\$70,000
Random Lake	\$92,900
Raymond #14	\$70,000
Reedsburg	\$255,900
Reedsville	\$70,000
Rhineland	\$272,000
Rib Lake	\$70,000
Rice Lake Area	\$239,500
Richfield J1	\$70,000
Richland	\$183,483
Richmond	\$70,000
Rio Community	\$70,000
Ripon Area	\$182,900
River Falls	\$301,800
River Ridge	\$70,000
River Valley	\$137,400
Riverdale	\$103,898
Rosendale-Brandon	\$103,500
Rosholt	\$70,000
Royall	\$215,849
Rubicon J6	\$70,000
Saint Croix Central	\$130,300

Appendix B: Wisconsin Race to the Top – Proposed Base Funding

Saint Croix Falls	\$111,600
Saint Francis	\$133,000
Salem	\$102,900
Sauk Prairie	\$269,300
School for Early Development and	\$70,000
Seeds of Health Elementary Program	\$208,676
Seneca	\$70,000
Sevastopol	\$73,105
Seymour Community	\$247,300
Sharon J11	\$70,000
Shawano	\$251,700
Sheboygan Area	\$1,033,500
Sheboygan Falls	\$178,800
Shell Lake	\$70,000
Shiocton	\$76,900
Shorewood	\$194,800
Shullsburg	\$70,000
Silver Lake J1	\$70,000
Siren	\$103,419
Slinger	\$291,600
Solon Springs	\$70,000
Somerset	\$160,200
South Milwaukee	\$333,300
South Shore	\$70,000

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Southern Door County	\$121,300
Southwestern Wisconsin	\$70,000
Sparta Area	\$260,963
Spencer	\$74,700
Spooner Area	\$171,596
Spring Valley	\$74,900
Stanley-Boyd Area	\$158,408
Stevens Point Area	\$750,700
Stockbridge	\$70,000
Stone Bank	\$70,000
Stoughton Area	\$341,000
Stratford	\$83,800
Sturgeon Bay	\$124,300
Sun Prairie Area	\$617,100
Superior	\$792,318
Suring	\$90,520
Swallow	\$70,000
Tenor High School	\$91,805
Thorp	\$100,942
Three Lakes	\$70,000
Tigerton	\$70,000
Tomah Area	\$460,568
Tomahawk	\$146,400
Tomorrow River	\$94,200

Appendix B: Wisconsin Race to the Top – Proposed Base Funding

Trevor-Wilmot Consolidated	\$70,000
Tri-County Area	\$75,591
Turtle Lake	\$70,000
Twin Lakes #4	\$70,000
Two Rivers	\$187,500
Union Grove J1	\$74,900
Union Grove UHS	\$83,300
Unity	\$109,000
Valders Area	\$108,900
Verona Area	\$467,100
Viroqua Area	\$233,040
Wabeno Area	\$70,000
Walworth J1	\$70,000
Washburn	\$70,000
Washington	\$70,000
Washington-Caldwell	\$70,000
Waterford Graded J1	\$161,000
Waterford UHS	\$109,100
Waterloo	\$83,800
Watertown	\$389,200
Waukesha	\$1,299,000
Waunakee Community	\$352,900
Waupaca	\$264,446
Waupun	\$202,200

Appendix B: Wisconsin Race to the Top – Proposed Base Funding

Wausau	\$1,016,214
Wausaukee	\$129,531
Wautoma Area	\$201,861
Wauwatosa	\$681,100
Wauzeka-Steuben	\$70,000
Webster	\$101,813
West Allis	\$979,780
West Bend	\$691,700
West De Pere	\$266,700
West Salem	\$164,800
Westby Area	\$203,980
Westfield	\$217,911
Weston	\$130,158
Weyauwega-Fremont	\$96,400
Weyerhaeuser Area	\$70,000
Wheatland J1	\$70,000
White Lake	\$70,000
Whitefish Bay	\$293,900
Whitehall	\$126,318
Whitewater	\$204,100
Whitnall	\$241,000
Wild Rose	\$91,059
Williams Bay	\$70,000
Wilmot UHS	\$116,500

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Winneconne Community	\$155,800
Winter	\$70,000
Wisconsin Dells	\$167,972
Wisconsin Heights	\$86,200
Wisconsin Rapids	\$565,400
Wittenberg-Birnamwood	\$131,982
Wonewoc-Union Center	\$70,000
Woodlands School	\$70,000
Woodruff J1	\$70,000
Wrightstown Community	\$130,900
YMCA Young Leaders Academy	\$324,431
Yorkville J2	\$70,000
State of Wisconsin	\$154,574,435