

State of the



District

REPORT SUMMARY

January 24, 2011

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MADISON METROPOLITAN SCHOOL DISTRICT



Mission

Our mission is to cultivate the potential in every student to thrive as a global citizen by inspiring a love of learning and civic engagement, by challenging and supporting every student to achieve academic excellence, and by embracing the full richness and diversity of our community.

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This Report Summary is an abbreviated version of the full 2011 State of the District Report which is available on the Madison School District Web site – www.madison.k12.wi.us



The Report

The 2011 State of the District Report brings into focus the great strengths and challenges of the Madison Metropolitan School District, and sheds light on our strategies, plans and priorities for keeping all of the community’s children on a secure path toward learning and healthy development.

Mission Critical

The mission statement of the Madison Metropolitan School District focuses on our commitment to ensuring that our students develop a love of learning, and the necessary citizenship skills that will allow them to function effectively in an evermore complex world and be of assistance to the communities in which they reside.

MMSD In Context

Students:

The MMSD is the second largest school district in Wisconsin with 24,796 students. This is the 3rd Friday of September 2010 count and includes pre-kindergarten through 12th grade.

Student Population by Race/Ethnicity:

| | |
|------------------|-----|
| White | 47% |
| African-American | 24% |
| Hispanic | 17% |
| Asian | 10% |
| Multiracial | 6% |
| Native American | 1% |

- 49% Free and Reduced Price Lunch Students (37% State Avg.)
- 17% English Language Learners (6% State Avg.)
- 70 different languages spoken as the primary language in the homes of MMSD students
- 15% Students with Disabilities (14.1% State Avg.)

Staff:

| | Employees | FTEs* |
|------------------------------|------------------|--------------|
| Total | 6,286 | 3,853.4 |
| <i>Some employee groups:</i> | | |
| Teachers | 2,626 | 2,500.61 |
| Substitutes | 729 | N/A |
| Educational Assistants | 625 | 480.55 |
| Custodians | 211 | 211.0 |

* Full-time equivalent; 1.0 FTE = a full-time position

Financial Status:

With the 2009-10 fiscal year ending June 30, 2010, the Madison Metropolitan School District’s General Fund (10) expenditures were less than budgeted, allowing the district to increase fund balance over last year by \$5.15 million, to \$40.49 million.

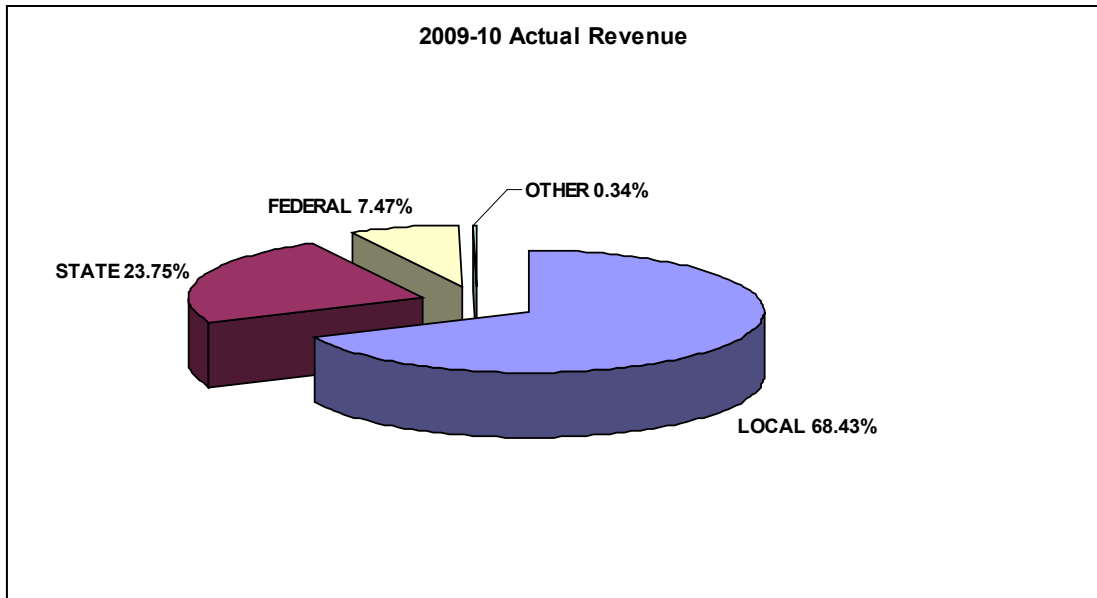


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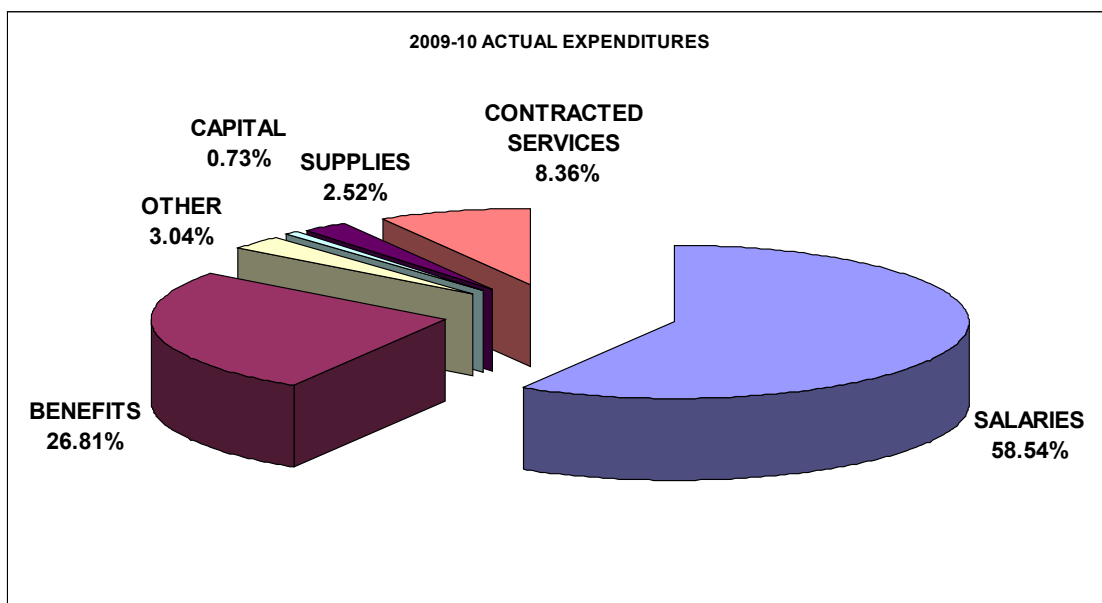
The adopted 2010-11 budget continues to put resources where they are most needed - in the classrooms. The budgeted spending for all funds is a total of \$379,058,945 which is an increase of \$8,771,475 or 2.37% over 2009-10.

The total property tax levy increased by \$10,823,758 or 4.62%, with a mill rate increase of \$0.88 or 8.65%.

The following graph shows the breakdown of 2009-10 Actual Revenue by four major categories.



The following graph shows the 2009-10 Actual Expenditures by six major categories.





Our Schools:

Some programs that characterize the strength and depth of our schools:

- Inclusionary practices in schools for students with accelerated needs, special education needs and English language learners, pairing special education teachers as partners with classroom teachers and support staff for a team approach to meeting students' needs.
- Dual-Immersion language programs in four elementary schools and one middle schools provide instruction in English and Spanish to a classroom of native-English and native-Spanish speakers. The program is planned for expansion in coming years.
- Positive Behavior Supports, the district's anti-bullying program, creates strong school communities supporting students in taking responsibility in their own behavior by teaching necessary skills for shared community.
- Partnerships with higher education institutions benefit students, teachers and the district for advanced coursework, internships, cultural, tutoring and enrichment programs, teacher pre-service and continuing education, and education research and expertise.
- Two existing charter schools (Wright Middle and *Nuestro Mundo* Elementary) and one proposed charter school targeted to open in 2011-12 (Badger Rock Middle).

HIGHLIGHTS OF 2009-2010, 2011

Excellence is the standard for Madison's schools. Year after year, they uphold a legacy of achievement evidenced by notable accomplishments of students and staff.

Student Achievements:

- Top Wisconsin female student in Advanced Placement math and science courses
- 2010 U.S. Presidential Scholar (1 of 2 in state)
- Madison students continued to surpass their state peers in the percentage of students scoring in the highest performance category (Advanced) in 12 of 15 tests on basic skills in reading, language arts, math, science and social studies at the 4th, 8th and 10th grade levels.
- The MMSD has *more than six times* the National Merit Scholar Semifinalists than a district its size would have on average.
- MMSD students significantly outperform other students on the ACT college entrance exam – 14% higher than the U.S. average and 7% higher than the Wisconsin average.
- MMSD students comprise 40% of this year's All State Scholars from the Second Congressional District
- A middle school team placed first in the nation in the Wordmasters Competition

School, Staff and District Accomplishments:

- Three schools receive Wisconsin School of Recognition Award and two named Exemplary Middle Schools
- 57% of full-time teachers have at least one master's degree
- MMSD Math teacher among 48 in the US recognized by the Mathematical Association of America
- Wisconsin Latin Teacher of the Year
- Madison YWCA Woman of Distinction Award
- 36 National Board Certified teachers, 2nd highest of all districts in the state
- Wisconsin Elementary School Teacher of the Year (2009)
- 17 Kohl Teacher Fellows and four Milken Family Foundation winners, since 2000



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Transformation Underway:

Strategic Plan

The Strategic Plan, approved by the Board of Education in June 2009, is a roadmap for the district, defining what is done, and why, how, and when the work is done. This dynamic document was the culmination of the work of at least 200 community members. Over the course of the 2009-2010 year, the Strategic Plan found its wheels – as staff are currently implementing Year Two goals.

Central Office Reorganization

MMSD central office was reorganized to meet the goals of the Strategic Plan. A report to the Board of Education was accepted in March 2010.

The position of Chief of Staff was converted to the position of Deputy Superintendent/Chief Learning Officer.

Given the critical importance placed on professional development in the Strategic Plan and how necessary this work is within the concept of providing support to staff, a Professional Development Department was created and led by a new administrative position assigned to this function. .

The Curriculum and Assessment Department was reorganized to have a defined focus on teacher leadership. To ensure a more consistent curriculum experience for students within the district, a defined curriculum renewal process is now implemented. The Division of Equity & Family Involvement is within this department.

A Director of Early (four-year-old kindergarten and early childhood) and Extended Learning (after-school and summer school programs) was hired for the ongoing responsibility for tying together learning-related programs.

Building Capacity & Sharing Leadership

Instructional Resource Teachers: This comprehensive effort, initiated in 2007-08, strives to raise student achievement by helping teachers improve literacy instruction through collaborative problem solving and job-embedded professional development. School-based teacher leaders facilitate reflection around classroom practices by working with teaching teams to collaboratively analyze student work and decipher next steps in teaching.

Teacher Expertise: Teacher professional development in best practices of literacy instruction provides common understandings for teachers and common structures for K-5 students. The *Primary Literacy Notebook*, *Intermediate Literacy Notebook* and *6-8 Literacy Notebook* serve as the MMSD teacher professional development resources in core practice instruction.

Alongside the *Literacy Notebooks*, intensive efforts at both the district and school level are focusing on an effort to improve K-5 writing instruction. Research supports the strong reciprocal nature of reading and writing skills.

The district is also in the process of examining Literacy practices K-12 through a curriculum program review, which is an action item of the Strategic Plan. Evaluation of science will follow in what will be an annual review process.

Instructional Teams: Instructional teams including Title I, Special Education, English as a Second Language, Bilingual Resource Teachers and classroom teachers work collaboratively to offer consistency to struggling students. They work inclusively to offer small group instruction and intervention within the classroom environment.

Professional Development

Elementary School: A comprehensive professional development initiative, implemented in all elementary schools, strives to improve student achievement by helping classroom teachers improve their understanding of mathematics and literacy through collaborative problem solving and job-embedded professional development.



Building-based elementary instructional resources teachers participate in intensive professional development on a weekly basis with support from district instructional resource teachers and program support teachers.

Math: Many MMSD staff are continuously engaged in enhancing their skills in order to help students successfully complete the mathematics courses in which they are enrolled. Teacher leaders are being developed at all grade levels to improve the standards-based mathematics education of MMSD students.

Secondary Schools: In the 2010-2011 school year, MMSD implemented embedded professional collaboration time for teachers (PCT) in all high schools and middle schools. On 29 days during the year students are released one hour early for teacher-directed collaborative work.

21ST Century Learning Environment:

A Diverse Student Body

MMSD students reflect the world at large. Representing a vast mix of family income levels, ethnicities, races, native languages, and life experiences, students in the Madison schools benefit from this rich array of culture.

MMSD Enrollment by First Language – September 2010

| Language | Count | % of Total Enrollment |
|----------------------|--------|-----------------------|
| English | 19,080 | 77.97% |
| Spanish | 3,204 | 13.09% |
| Hmong | 720 | 2.94% |
| Mandarin/Chinese | 243 | 0.99% |
| Korean | 111 | 0.45% |
| Tibetan | 69 | 0.28% |
| Lao | 61 | 0.25% |
| Khmer | 79 | 0.32% |
| Arabic | 77 | 0.31% |
| French | 80 | 0.33% |
| Albanian | 44 | 0.18% |
| Russian | 33 | 0.13% |
| Other African | 55 | 0.22% |
| Vietnamese | 49 | 0.20% |
| Japanese | 26 | 0.11% |
| Hindi | 35 | 0.14% |
| Cantonese | 16 | 0.07% |
| Other (53 languages) | 489 | 2.00% |

The largest proportion of students whose first language is other than English are those whose first language is Spanish. One of every 8 students are native Spanish speakers. All other languages represent much smaller percentages of the total population. Not all students identifying their first language as something other than English are receiving ESL services. Some are English proficient and others refuse services.



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Multilingual Learning Options

Increasingly, Madison families are recognizing the benefits of multilingual education. Building on the success of the Nuestro Mundo Community Charter School, the MMSD began offering a dual-language (English/Spanish) immersion (DLI) program at Leopold Elementary in the 2009-2010 school year. Two additional schools, Midvale and Sandburg, added DLI programs at the start of the 2010-2011 school year, at the same time that Sennett Middle School became a DLI site for grades 6-8.

Exploration of New Models

Providing new and flexible options for learning is a goal throughout the Strategic Plan and an important feature of any 21st Century learning environment. A newly formed Innovative and Alternative Programs Committee composed of staff and community members has just begun its work toward expanding alternative learning options.

Plans for charter schools are in the air. The Board of Education is currently in the process of negotiating a charter for Badger Rock Middle School and discussing a draft proposal for the Urban League of Greater Madison's Madison Preparatory Academy for Young Men, a middle and high school aimed at addressing the racial achievement gap by offering an International Baccalaureate curriculum during an extended school day.

Urban Agriculture and Sustainability

The proposed Badger Rock Middle School, targeted to open in the 2011-2012 school year, is a charter school focusing on urban agriculture and education for sustainability. The school will offer year-round, project-based learning.

A new Sustainability Committee is working to find environmentally conscious cost-saving measures, promote sustainable practices and educate staff and students in what it means to live without harming the environment.

Early and Extended Learning

The district continues to provide a comprehensive Extended Learning Summer School program at eight summer school sites. This program supports students needing extended time and instruction in order to meet proficiency levels in the next grade.

In addition, an academic component has been added to after school MMSD sites and a Saturday school pilot is being offered.

High Impact Partnerships

The past few years have seen an increase in efforts to reach out to business, higher education, non-profit and community expertise to form productive partnerships that benefit MMSD students. A few noteworthy examples:

4K - After nearly 10 years of planning, Madison will offer kindergarten for four-year-old children beginning in the 2011-2012 school year. Thanks to the dedicated collaboration of a planning committee from the early childhood education community in Madison and the MMSD, 4K will be available at no cost to all families and will help increase school success, especially where socio-economic status is a factor.

Schools of Hope – The Schools of Hope program currently provides volunteer management services for community volunteers serving pre-K through 12th grade students who are not achieving at grade level in literacy and math.

This collaboration of the United Way of Dane County, MMSD, MSCR, Urban League of Greater Madison and Centro Hispano of Dane County receives nearly \$500,000 per year in grant funding from the Corporation for National and Community Service, which is matched by over \$300,000 from the United Way.



The Schools of Hope program annually coordinates over 1500 volunteer tutors to work with over 6500 students in every district elementary school, 10 of 11 middle schools, and the four comprehensive high schools. AmeriCorps members and paraprofessional staff recruit, screen, orient, train, place, support, supervise, evaluate and recognize community volunteers from a range of backgrounds, including university students, family members, neighborhood residents, communities of faith, business and corporate partners, retired individuals and high school peer tutors.

AVID/TOPS - The AVID/TOPS program, modeled on two successful initiatives that produce college enrollment rates of over 90 percent, is a partnership with the Boys and Girls Club of Dane County. This school-based, for-credit program supports traditionally underrepresented first generation post-secondary education participants.

- AVID, the inside-the-classroom component used in 47 states and 3,800 schools nationwide, is a four-year elective class in high school with rigorous standards and strong academic support.
- TOPS, the outside-the-classroom component, emphasizes college preparatory activities and real-world experiences and features positive relationships between students, their peers and their teachers.

All four comprehensive high schools have implemented and expanded AVID/TOPS. The district's first graduating students - at East High School - were all accepted to four-year colleges.

After School - MMSD has two after-school programs that serve low-income schools: Community Learning Centers (CLC) and Safe Haven Programs. Both MSCR programs have been aligned in 2010 to provide academic support in literacy and math in grades K to 5.

Preparing for College Math - In collaboration with Madison College and the MMSD Career and Technical Education Division of Curriculum & Assessment, high schools are in the process of implementing a course to enhance student transitions into post-secondary mathematics.

School & Community – Building Mutual Support:

MSCR

Madison School and Community Recreation (MSCR) continues its service to the broader community by providing learning and recreation programs.

2010 highlights:

- MSCR provided after-school programs for 2,240 Pre-K through Grade 8 children enrolled in Summer Extended Learning
- Meadowood Neighborhood Center had 1,018 unduplicated visitors January through November 2010
- MSCR Outreach included booths at many community events
- 2,577 adults ages 18+ registered for new MSCR fitness classes at locations across the city
- 4,080 adults age 50+ enrolled in MSCR 50+ programs
- 16,500 summer program enrollments (ages six months-adult)
- 2,690 volunteers supported MSCR programs at a value of \$176,644

Foundation for Madison's Public Schools

Students and staff in the MMSD benefit from what has become a national model for public school foundations. The 2009-2010 school year saw an increase in participation in the Foundation's impressive Principal-for-a-Day and Adopt-a-School Programs.



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Community Conversation on Education

Responding to the critical need for improving communication among the MMSD and its stakeholders, providing authentic opportunities for community input, and drawing on the vast expertise within the Madison community, the newly named Community Engagement and Public Information Department has begun a significant reorganization process to shift its emphasis toward school-home-community interaction and engagement.

Generated by interest in a documentary film, the MMSD partnered with four organizations to bring people together to discuss critical issues in education. The Community Conversation on Education, a discussion among nearly 300 people passionate about public education, serves as a starting point for encouraging grassroots participation in school and education issues in Madison. www.Madison4Education.org

Madison CATS

Community Ambassadors for Technology In Schools – Madison CATS was established as a community-based forum focused on ongoing MMSD technology planning. The CATS group is a collaborative partnership among schools, parents, higher education, community agencies, and businesses and corporations to promote effective use of technology in MMSD schools.

Madison CATS initiated an e-cycling program to encourage businesses to pledge to cascade their old computers to schools.





CHALLENGES FOR 2011 AND BEYOND

Among the most pressing challenges facing the MMSD:

The Achievement Gap – The disparity that persists in academic achievement between and among groups of students, especially related to factors including income, race, and language and culture.

Meeting Needs of All Learners – The perception that schools may not be able to adequately serve all students - those who do not meet grade level standards, those who perform far above standards, and those in the middle.

Inadequate Funding – A decade-long pattern of declining school budgets and the gap between expenses and revenue resulting in cuts to critical programs, services and jobs.

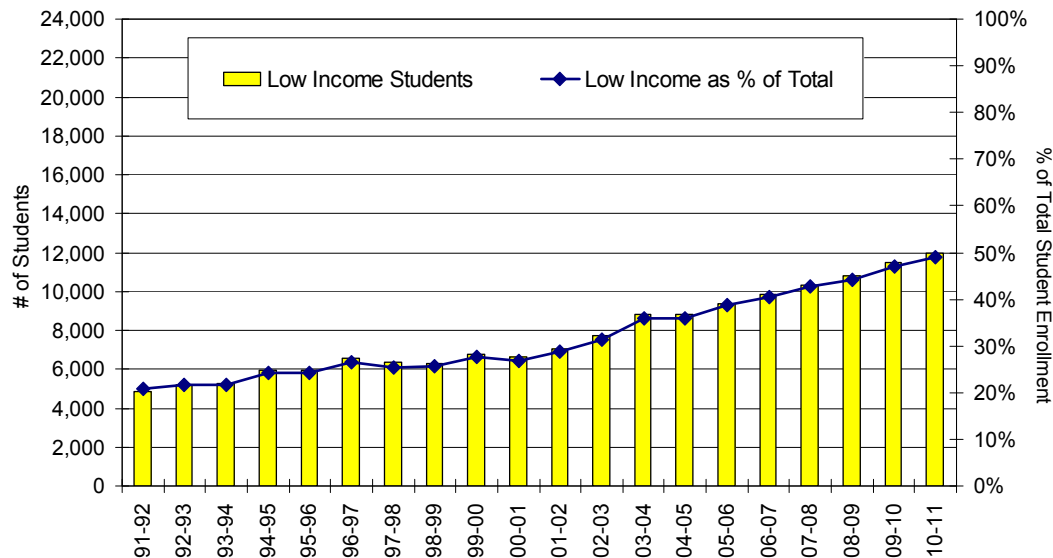
The Achievement Gap:

Enrollment has remained very stable within the MMSD over the past two decades. However, the demographic composition of the student body has changed significantly, especially in three ways.

Income Status

Just less than half of MMSD students reside in low-income households this school year, continuing a trend that has existed for over a decade. While both the number and percent of low-income students have increased over the past 20 years, the pace of that increase has risen much faster within the past 12 years. This is primarily a function of changing housing and development patterns as well as household demographics and sizes.

MMSD LOW INCOME ENROLLMENT 1991-92 TO 2010-11





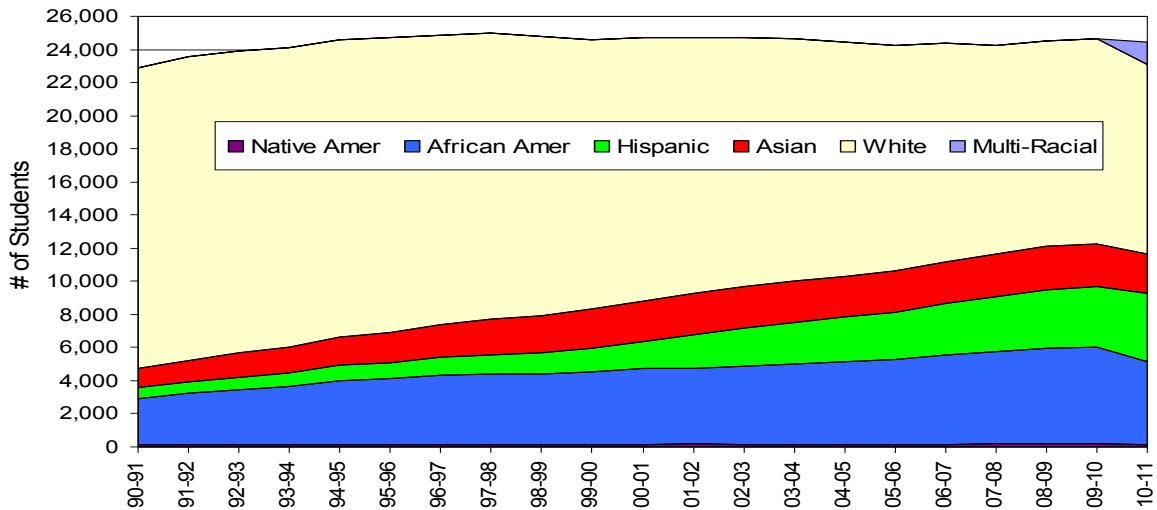
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Race

Beginning in 2011, all public schools districts were required to adopt the U.S. Census definitions of race and ethnicity. This change had the effect of increasing some categories and decreasing others based on the new reporting options provided on enrollment forms. A new category this year, multiracial, was selected by 6% of MMSD students.

In 1999, white students comprised just over two-thirds of the total district student enrollment. In the 2010-11 school year, students of color comprise just under 53% of district enrollment, a proportion that has increased every year since 1991.

MMSD ENROLLMENT BY ETHNICITY 1990-91 TO 2010-11

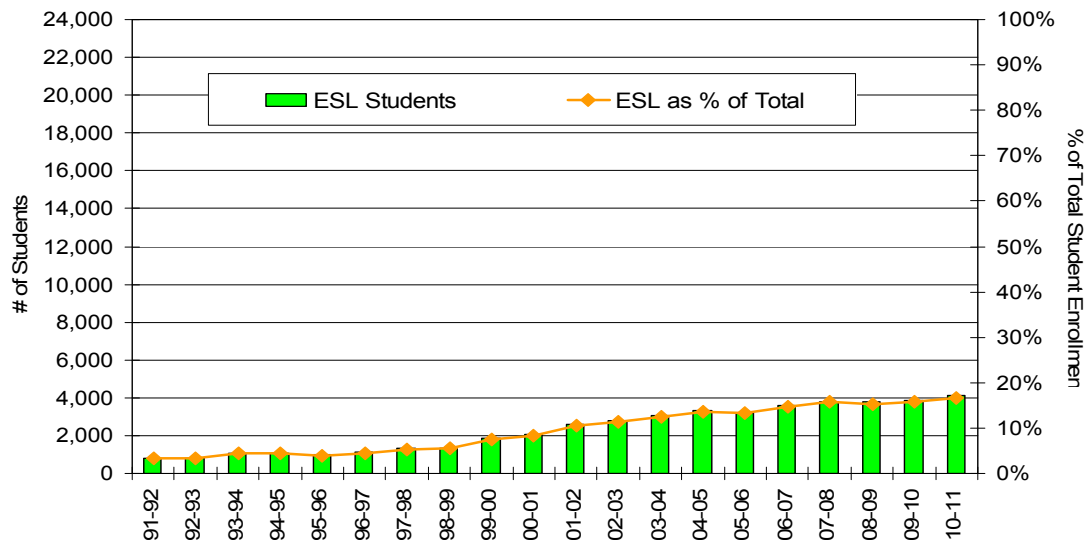




Languages and Culture

English as a Second Language student enrollment continues to increase. In 2011, roughly 4,000 district students were identified as eligible for ESL services, representing about one of every six students enrolled.

MMSD ESL ENROLLMENT 1991-92 TO 2010-11



Meanings

What do these increases mean to MMSD and similar school districts? Increases in students identified as low income, of color and of different languages are historically associated with the need for increased educational services.

Students from low-income families can require accelerated and remedial instruction, social/emotional and health/wellness supports. Out-of-school factors such as housing, transportation, employment and safety may impact a child's learning and school experience.

Greater racial and ethnic diversity in the student population brings forward longstanding societal issues of racial discrimination, misperceptions related to differences among people and an evolving awareness of the need for cultural competence within our institutions. New and better strategies for addressing inequities are outlined in the Strategic Plan.

These are some of the common factors in the achievement gaps prevalent in K-12 education.

Meeting Needs of All Learners:

The Strategic Planning process brought to light the perceived tension that exists between two important objectives:

- a) eliminating longstanding race and income achievement gaps by serving students in need of accelerated instruction in order to meet grade level learning standards;
- b) serving the needs of students performing far above learning standards for whom a more challenging and rigorous curriculum is needed.



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The Madison Metropolitan School District believes that with appropriate strategies, exceptional educators, and community support, all students will reach high expectations for learning. Action steps outlined in the Strategic Plan, the TAG Plan and by the Equity Committee provide direction.

Additionally, new state learning standards aligned with the ACT College Preparedness Test are expected to be adopted by the Wisconsin Department of Public Instruction. In line with this change and to address needs identified in a multi-year grant studying high school effectiveness, this year the MMSD introduced the first draft of a curricular reform and alignment plan for high schools.

The High School Career and College Readiness Plan is both a comprehensive plan and a districtwide process that will result in significant curriculum reform. The rationale for developing this plan is based on five points:

1. Need for greater consistency across our comprehensive high schools.
2. Need to align our work to the ACT Career and College Readiness standards and Common Core Standards.
3. Need to address our achievement gaps and to do so with a focus on rigor and acceleration of instruction.
4. Need to address loss of students through open enrollment.
5. Need to respond to issues regarding unequal access to accelerated courses in grades 9 and 10.

The High School Career and College Readiness Plan was developed as a result of an ongoing high school continuous improvement process and informed by the MMSD Strategic Plan.

Inadequate Funding:

The Madison Metropolitan School District, like other Wisconsin districts, is feeling the negative effects of the state-imposed revenue limits and the most recent adopted state budget.

Revenue limits were enacted in 1993 and they continue to be in effect. Revenue limits control the district's two main sources of revenue – property tax and equalized state aid. Revenue limits are structured to assure that increases in equalized aid are used to reduce local property taxes.

Since the 1993-94 school year, the amount of money a school district spends is not the main determining factor in the amount of property taxes that property owners pay. Rather, property tax increases (or decreases) are determined by a formula that considers enrollment, prior year property taxes, prior year equalized state aid, and a Consumer Price Index adjustment factor set by the state.



MEETING THE CHALLENGES

Strategic Plan Priorities:

- **Newly Implemented Strategies**
 - * **K-12 Alignment**
 - * **Districtwide, Elementary, and Middle and High School Strategies**
 - * **Progress on Task Force Recommendations**
 - Fine Arts Plan
 - Mathematics Plan
 - Talented and Gifted Plan
 - Equity Plan
- **New Performance Measures**
- **Budget Planning**

Strategic Plan Priorities:

In meeting the challenges ahead, the MMSD is in Year 2 of working from the five Strategic Priorities in the Strategic Plan.

1. Student:

We will eliminate the achievement gap by ensuring that all students reach their highest potential. To do this, we will prepare every student for kindergarten, create meaningful student-adult relationships, and provide student-centered programs and supports that lead to prepared graduates.

2. Resource/Capacity:

We will rigorously evaluate programs, services and personnel through a collaborative, data-driven process to prioritize and allocate resources effectively and equitably, and vigorously pursue the resources necessary to achieve our mission.

3. Staff :

We will implement a formal system to support and inspire continuous development of effective teaching and leadership skills of all staff who serve to engage our diverse student body while furthering development of programs that target the recruitment and retention of staff members who reflect the cultural composition of our student body.

4. Curriculum:

We will revolutionize the educational model to engage and support all students in a comprehensive participatory educational experience defined by rigorous, culturally relevant and accelerated learning opportunities where authentic assessment is paired with flexible instruction.

5. Organization/Systems:

We will proudly leverage our rich diversity as our greatest strength and provide a learning environment in which all our children experience what we want for each of our children. We will:

- Provide a safe, welcoming learning environment
- Coordinate and cooperate across the district
- Build and sustain meaningful partnerships throughout our community
- Invite and incorporate (require) inclusive decision-making
- Remain accountable to all stakeholders
- Engage community in dialogue around diversity—confront fears and misunderstandings



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Newly Implemented Strategies:

The Strategic Plan Priorities identified by the Board of Education provide direction for addressing the MMSD's greatest challenges. What follows is a description of the K-12 Alignment Process and other recently implemented strategies for improving education for students and district operations, as well as an outline for new performance measures of student progress.

K-12 Alignment Process

Academic achievement relies upon well-designed and researched curricular opportunities, high quality teachers, instructional practices, and effective assessment to determine the degree to which student learning is occurring. According to research, the most effective curricular experiences are those that are coherent, coordinated, articulated, rigorous and engaging throughout each student's K-12 education.

The Strategic Plan objectives include action steps in accelerated learning, assessment, civic engagement, cultural relevance, flexible instruction, research, leadership support, professional development and alignment from kindergarten through 12th grade in order to move the Strategic Plan forward.

These K-12 alignment efforts will improve district-wide articulation across grade levels while improving the fidelity of implementation within grade levels, individual schools and classrooms.

Development of K-12 alignment initiatives beginning in 2011 are:

- **PreK-12 Scope & Sequence** (4K, elementary, middle and high) to align curriculum, instruction and assessment to the Common Core State Standards, Social Emotional Standards and the ACT Career and College Readiness Standards in order to promote instructional program coherence across departments, summer school, after school and Saturday school efforts
- **Assessment Plan** to work collaboratively across all departments in the development a districtwide plan that articulates the multiple roles of assessment, including assessment of learning, assessment for learning and ensures compliance with state and federal laws
- **Professional Development** in MMSD will collaborate around a two-tiered plan which focuses on strong school-based and site-based professional development as well as full alignment of professional development across the district to support the Strategic Plan and support high-quality teaching
- **Alignment of ESL/Special Education to K-12 Plan** which is focused on improving student achievement and ensuring the procedural and substantive high quality educational rights of English Language Learners (ELLs) and students with disabilities within the district are met under this alignment plan so that all students have access to high quality standards-based curriculum and instruction
- **MMSD Program Evaluation Protocol and Curricular Renewal Cycles**, as defined in the Strategic Plan, ensure that curricular issues are analyzed regularly to promote fiscal responsibility and to increase effectiveness and sustainability. During the 2010-11 school year, Literacy is under curriculum review
- **Align all Elementary and Secondary Education Act Funds** (Title Funding) to the Strategic Plan, while creating a simple, sustainable system for organizing all initiatives for easy use, and creating a more accurate method for allocating, tracking and determining realignment of all initiatives and resources





Districtwide

Positive Behavior Supports

Positive Behavior Supports (PBS) help schools define and support appropriate behaviors by explicitly teaching students about good behaviors and including it as part of the curriculum.

All MMSD elementary, middle and high schools are implementing PBS. Although it has many different names at schools, PBS practices are developed from a framework researched by the national PBS center.

Using the PBS framework, school staffs act together to set common expectations for both learning and behaviors that support learning. Using their own data, schools address specific concerns and use proven practices to address these matters. The PBS approach acknowledges students for exhibiting appropriate behavior, as it recognizes that success in school is contagious.

MMSD schools have experienced outcomes that include decreased discipline problems, increased academic achievement and improved school climate.

Culturally Relevant Curriculum

MMSD is developing and piloting practices that engage and motivate students from a variety of cultures and backgrounds.

Falk and Mendota Elementary are in their second year of working collaboratively in culturally relevant literacy instruction, and have been joined by Lowell and Hawthorne in 2010-11. Additionally, at the secondary level, middle and high school teachers from around the district are participating in an eight-day professional development series designed to support them in becoming Culturally Relevant and Culturally Responsive Teachers.

As practices that support student efficacy are identified, they are incorporated in all district- and building-level professional development.

Attendance Matters

The Attendance Matters priority emphasizes the impact of attendance on school success. All students, regardless of racial, ethnic, socioeconomic or linguistic subgroup, should attend school at least 90% of the time.

Communicating an expectation of regular school attendance is most effective when it is a consistent message from all MMSD staff. The simple and critical message emphasizes three things:

- 1) We need you here every day;
- 2) We miss you when you are not in school, and
- 3) You miss important learning with your classmates.

This common message has the potential to strengthen a school community and build a sense of connectedness and safety among all.

All 9th grade students this year were tracked through an evidence-based dropout prevention strategy. The Auto Alert system in grades K-8 has reduced habitual truancy in the last year and a half.

MMSD's Research and Evaluation Department provides principals and student services staffs with the tools necessary to generate data reports about student attendance using the new Data Dashboard.

Elementary Level

Literacy Program Evaluation: Multiple instructional approaches are being implemented in order to strive for continuous improvement in the elementary literacy program. Such approaches are being developed through the districtwide Literacy Evaluation Process, which is headed by the Literacy Evaluation Committee. Members of this committee serve in various professional roles across the district and have been charged with developing and implementing a system for annually evaluating MMSD Literacy programming and practices.



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Interventions: Recognizing the need to implement various interventions that support additional and intensified instruction focused on individual student need, MMSD schools provide interventions in addition to core instruction that target components of the Literacy program. These interventions are accessible to teachers and can be documented within the Student Intervention Monitoring System (SIMS).

Kindergarten Leadership Team: A team of experienced kindergarten teacher leaders is developing oral language assessment and instruction guidelines for the district. Their recommendations and guidelines will influence classroom practices and professional development across the district's kindergarten classrooms.

Preschool Literacy and Math Project: The Preschool Literacy and Math Project provides support and professional development for early childhood caregivers, education staff and administrators in the theories and best practices in early literacy and math from birth to age five. This year the project team is creating multimedia materials for early childhood education providers in mathematics.

Individual Learning Plans (ILPs): In order to support each student in readiness for 21st Century Skills, MMSD launched last year an effort to provide students in K-5 and 9th grades with an Individual Learning Plan (goal setting). The goal setting is a joint initiative between the family and the school. In high school, MMSD is adopting "Career Cruising" at grade 9. The plan is to provide ILPs to more grade levels until a K-12 coherence is established.

Middle and High School Levels

Advancement via Individual Determination (AVID): See above – page 7.

High Schools' Alignment for Career and College Readiness: Each of the four comprehensive high schools is currently involved in a \$5.2 million dollar grant from the U.S. Dept. of Education. The schools are focusing on creating stronger personal relationships with every student and promoting and supporting teacher leadership development with specific emphasis on department chairs.

The teacher leadership development is critical as the schools move forward to the National Common Core Standards and the ACT Career and College Readiness Standards. The goal is improved, relevant instruction and preparation for every high school student so that they are ready for their next phase of life.



Flexible, Expanded Learning Opportunities:

Students who wish to pursue career-focused and/or just-in-time instruction have opportunities through

- Project Lead the Way
- CNA (Certified Nursing Assistant) training
- the Global Academy
- Madison Virtual Campus <http://tnlweb.madison.k12.wi.us/mvc>
- Univ. of Wisconsin-Madison, Edgewood College and Madison College courses

The district also has credit-earning agreements with post-secondary institutions that allow a student to earn credit that will count in high school and in college.



Progress on Task Force Recommendations

Over the past two years, the Board of Education has reviewed and taken action on four key reports including:

- Fine Arts Plan
- Mathematics Plan
- Talented and Gifted Plan
- Equity Plan

As these task forces have concluded their work, the district is now operating under a cycle of program reviews adopted by the Board of Education.

Fine Arts Plan

The Fine Arts Task Force Update Report was presented to the Board of Education on November 1, 2010, as a revision of the June 2010 report. The original Fine Arts Task Force Report recommendations focused on three main areas: Curriculum, Equity, and Long-Term Financial Planning. The updated report restructured the work under these three categories, and all future work will be framed under these areas.

A new teacher leadership structure is in place beginning January 2011. Two initial district teacher teams, the Visual Arts/Dance and Music/Theater Leadership Teams, have been established. Team membership will ultimately reflect all levels (elementary, middle, and high school), all attendance areas, and all fine arts content. The leadership and vision of these teams will guide the work in the areas of arts safety, culturally relevant curriculum, co-curricular equity and resource equity.



Mathematics Plan

Mathematics staff will be provided professional development aimed at continuous improvement in leadership and in quality instructional practices through the High School Mathematics Academy and the Middle School Mathematics Specialist program.

The district will also continue to work toward effective implementation of common balanced mathematics resources at the elementary level and common courses/resources at the high school level. All Mathematics Division work will remain focused on implementing research-based instructional strategies to eliminate the achievement gap.

Staff from Curriculum and Assessment have been developing a system of intervention strategies to help struggling students.

Talented and Gifted (TAG) Plan

Progress continues toward the goals of the Talented and Gifted Education Plan that was approved in August 2009. In accordance to the TAG Plan, the CogAT (Cognitive Ability Test) will be administered to second and fifth graders in the spring of 2011. Professional development, co-designed by TAG and Student Services Staff, will be delivered. The focus will be on the administration and interpretation of the findings of the CogAT.

In addition, MMSD is partnering with UW-Whitewater and piloting a variety of teacher screeners to determine which of the teacher tools will be effective in identifying underserved populations at the elementary level.

TAG staff continue to work with many district as well as out-of-district resources to support the implementation of the Plan.



REPORT SUMMARY

Equity Plan

In June 2009 the Board of Education adopted Equity Policy 9001, which incorporates recommendations from the Equity Task Force. MMSD administration is charged with developing an annual report on progress made on specific measures in eliminating gaps in access, opportunities and achievement.

Information presented in the equity report provides the basis from which the MMSD measures future progress in meeting the three goals set forth in the BOE Equity Policy. Specific performance measures indicating progress towards eliminating gaps in access, opportunities and achievement are drawn from the Strategic Plan Objectives and Action Steps.

Additionally, the Board of Education has convened an Ad Hoc Equity Committee to answer the questions of how the Equity Plan should be prioritized and how decisions will be made from it.

New Performance Measures:

The following summary describes the district performance on the new Key Performance Indicators as identified by the Board of Education as its primary measures of accountability in Reading, Math, Attendance, High School Priorities, and Suspensions.



REPORT SUMMARY



| Key Performance Indicator | Level | 2009/10 | Goal | Result |
|--|----------------|---------|------------------|---------|
| READING | | | | |
| <input type="checkbox"/> WKCE Reading Proficiency Percentage | Grade 4 | 73.1 | 74.0 | Not Met |
| <input type="checkbox"/> WKCE Reading Proficiency Percentage | Grade 8 | 81.1 | 74.0 | Met |
| <input type="checkbox"/> WKCE Reading Percent Above 90th State Percentile | Grade 4 | 12.4 | 15.0 | Not Met |
| <input type="checkbox"/> WKCE Reading Percent Above 90th State Percentile | Grade 8 | 14.4 | 17.0 | Not Met |
| MATH | | | | |
| <input type="checkbox"/> WKCE Math Proficiency Percentage | Grade 4 | 76.6 | 58.0 | Met |
| <input type="checkbox"/> WKCE Math Proficiency Percentage | Grade 8 | 78.2 | 58.0 | Met |
| <input type="checkbox"/> WKCE Math Percent Above 90th State Percentile | Grade 4 | 16.4 | 17.0 | Not Met |
| <input type="checkbox"/> WKCE Math Percent Above 90th State Percentile | Grade 8 | 14.6 | 17.0 | Not Met |
| ATTENDANCE | | | | |
| <input type="checkbox"/> Percentage of Kindergarten above 90 percent attendance rate | Kdgn | 85.9 | 86.5 | Not Met |
| <input type="checkbox"/> Percentage of Grade 6 above 90 percent attendance rate | Grade 6 | 88.2 | 89.4 | Not Met |
| <input type="checkbox"/> Percentage of Grade 9 above 90 percent attendance rate | Grade 9 | 82.7 | 82.3 | Met |
| HIGH SCHOOL | | | | |
| <input type="checkbox"/> Percentage of students on track for credit attainment required for graduation in four years | Grade 9/Year 1 | 84.8 | 81.9 | Met |
| <input type="checkbox"/> Advanced Course Participation Rate | Grades 9 - 12 | 15.2 | N/A ¹ | |
| <input type="checkbox"/> ACT Composite Score- Percentage Scoring Above 90th National Percentile | Grades 11- 12 | 29 | 30 | Not Met |
| <input type="checkbox"/> DPI Graduation and Completion Rate (Regular,HSED, Certificates) ² | | | | |
| SUSPENSIONS | | | | |
| <input type="checkbox"/> Percentage of students suspended (in and out of school), all grades | All Grades | 7.8 | 7.5 | Not Met |

¹ no numerical target established for this indicator.

² These figures are official DPI figures and will not be available until later in the school year as the data are finalized for all Wisconsin districts.

Much more information, including detailed graphs, is available on the full State of the District Report on the MMSD web site www.madison.k12.wi.us



REPORT SUMMARY

Budget Planning

Together, the Board of Education and MMSD Administration are working to improve processes related to budget planning and decision making. The services of PMA Financial Network, Inc. were utilized to prepare a five-year budget forecast for 2011-12 through 2015-16.

On October 6 2010, PMA presented their computer-assisted budget forecasting model to the Board of Education's Five Year Budget Plan Ad Hoc Committee. On October 18th, the Superintendent recommended five-year projection parameters and assumptions that would be used within the PMA model.

Following the approval of these parameters and assumptions, district staff have been working collaboratively with PMA to create the Base Five Year Forecast. In addition, a communications and engagement plan is underway for involving stakeholders in the budget process.

In what was called a "shared-responsibility" approach, the Board of Education made the decision not to use its full tax levy authority as allowed by state law and the Madison referendum passed in 2008.

The MMSD Business Services Division continues to find efficiencies while improving services whenever possible. This year, the Technical Services Department and the Research and Evaluation Department designed and launched online school enrollment to greatly reduce paper and personnel time spent in data entry. Cost savings were also realized in a transition from a more costly licensed email software system for managing email traffic and storage for staff and students to a far less costly solution.





Conclusion - Looking Forward

As this 2011 State of the District Report shows, the Madison Board of Education and the staff of the Madison Metropolitan School District have made significant strides in recent years, focusing on the critical work of educating Madison's children. With direction provided by a thoughtful Strategic Plan created by the community, and with the support of the Madison community, the MMSD is finding ways to address challenges through innovation, a thorough understanding of data and effective strategies backed by research.

As an urban school district, the Madison Metropolitan School District is committed to meeting the needs of the community's children.

Our vision is to ensure that all of our students grow as learners and as future citizens of this complex world. This includes a commitment to meet the needs of our students who are developing well while we also address our notable achievement gap issues for specific groups of students.

We have a great base of success to build on and we have examples where we are beating the odds in addressing achievement gap issues. We also know that we need to build more capacity to ensure better outcomes for more students. The great news is we have a staff that is well trained and knows that they need to continue to learn and grow as practitioners.

Key to our work is the need to form partnerships with parents, community members and community organizations. When we act collectively on the part of our children, we will have better outcomes.

We look forward to the ongoing journey in service of our children. We need good outcomes for our kids if this community is to remain strong. Let's work together to make this happen.



MADISON METROPOLITAN
SCHOOL DISTRICT