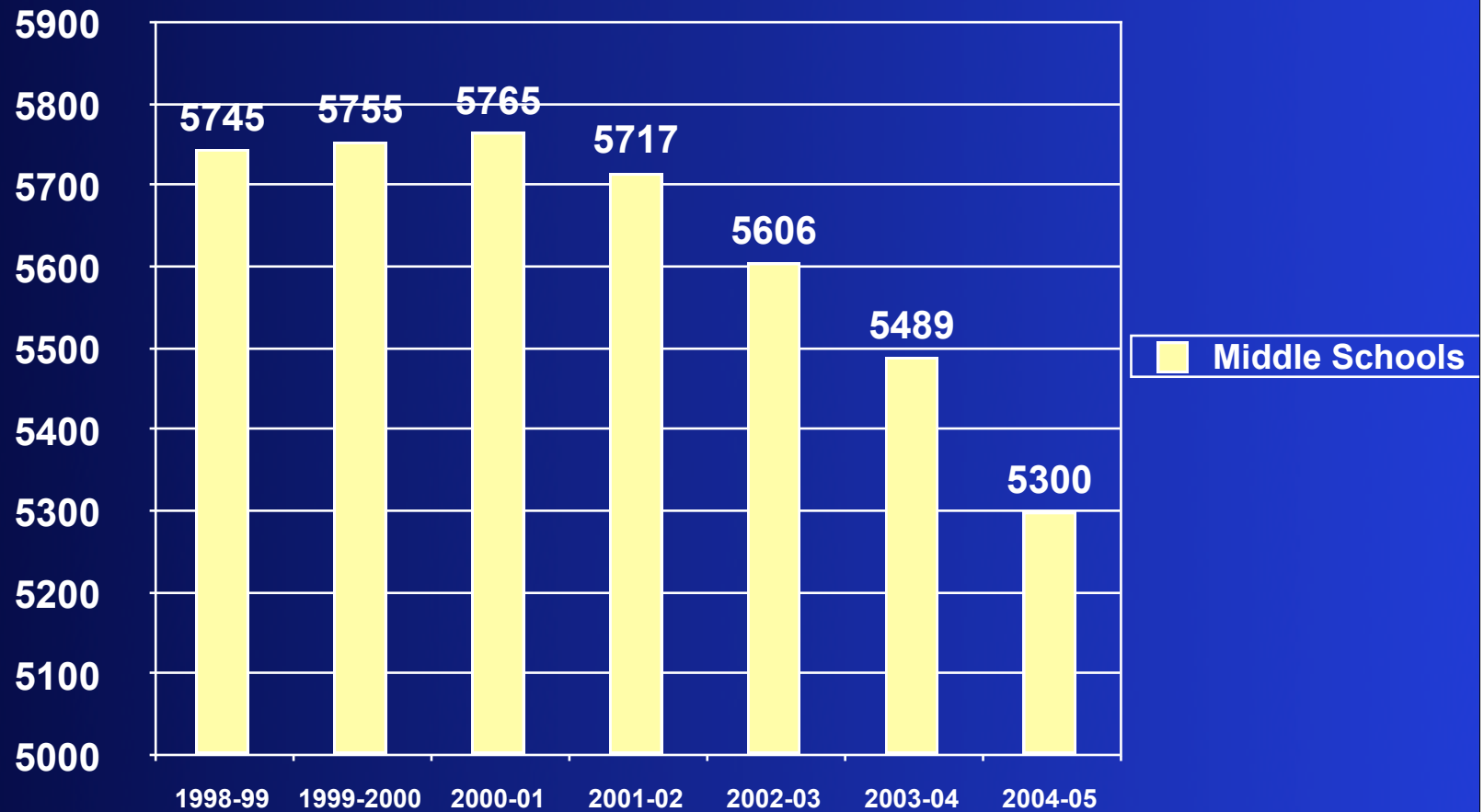


Middle Grades Design Team



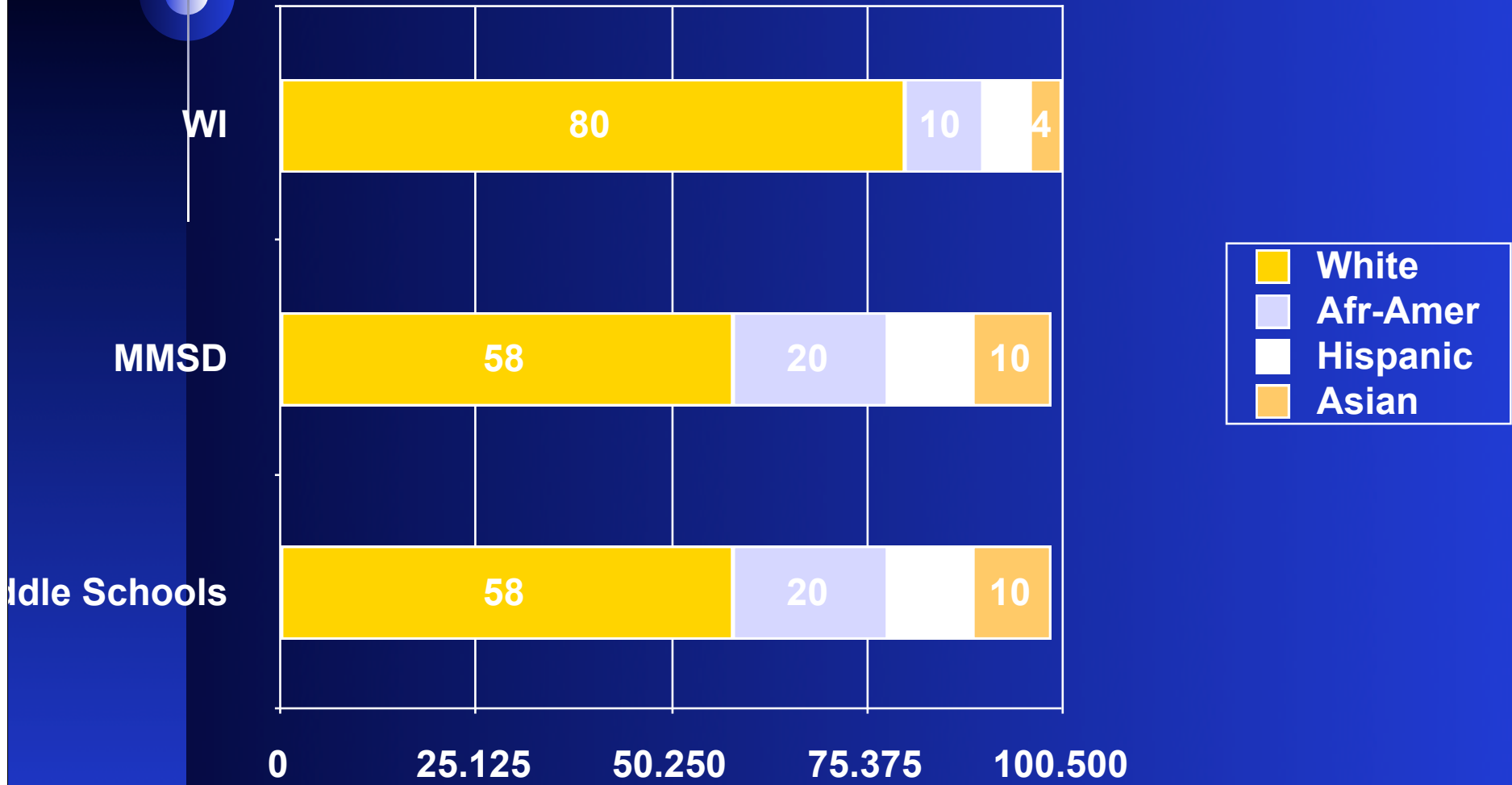
Fall, 2005

How has the overall enrollment changed across time?



How diverse are the Middle Schools in comparison to the District and State?

2004-05 School Year

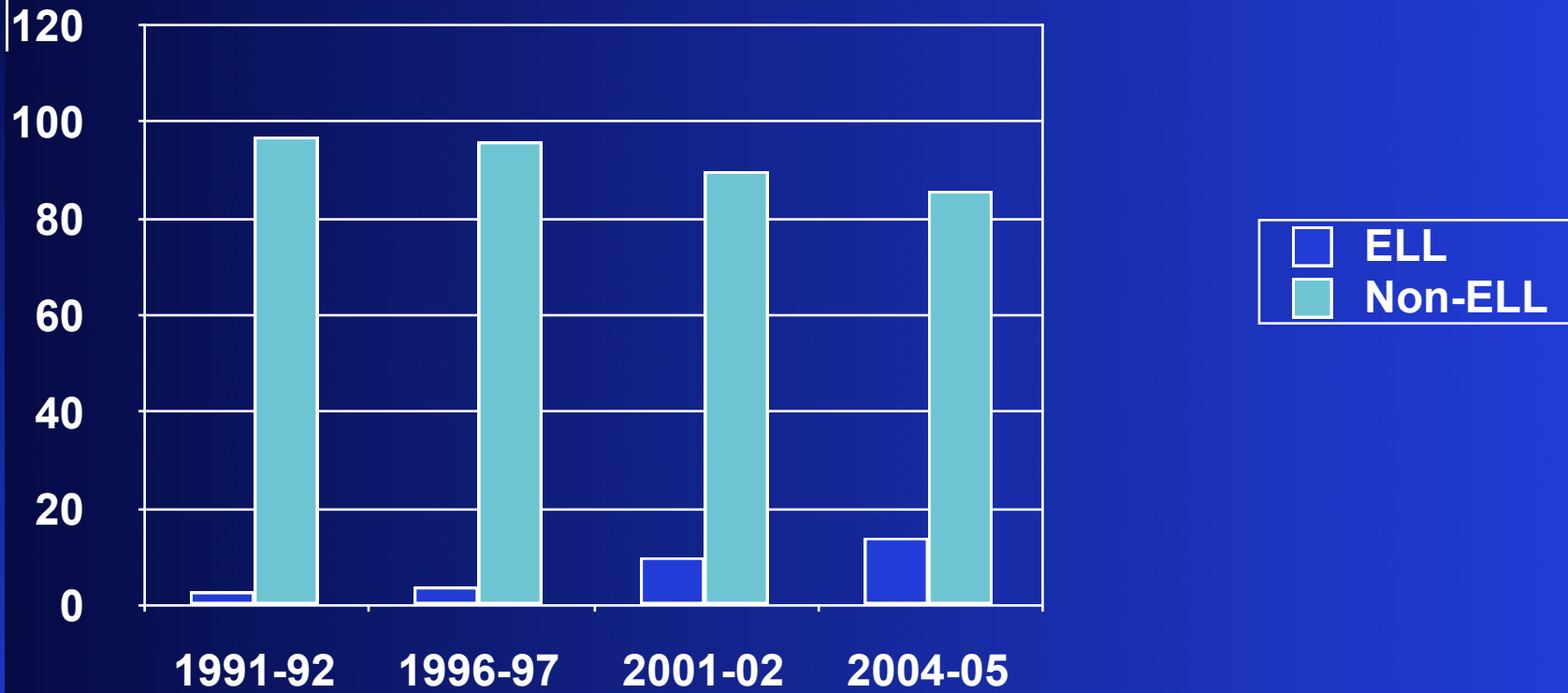


Current Enrollment by Low Income

11/08/05

MMSD Middle Schools	% Low Income
Black Hawk	48.1
Cherokee	50.3
Hamilton	17.7
Jefferson	25.7
O'Keefe	37.3
Sennett	43.9
Sherman	52.8
Spring Harbor	20.1
Toki	39.4
Whitehorse	28.3
Wright	76.3

What is the growth trend for ESL students at the Middle School level?



Growth trend for ESL students at the Middle School level.

Year	ESL	Non-ESL
1991-92	3%	97%
1996-97	4%	96%
2001-02	10%	90%
2004-05	14%	86%

Brief History of Middle Schools in MMSD

- In 1969, Superintendent Doug Ritchie proposed a new way to change how education was delivered at the junior high level by developing a middle school model for instructional delivery.
- Phase in began in the La Follette area, and full implementation was completed districtwide in the 1972-73 school year.

Brief History of Middle Schools in MMSD

- Model has been reviewed six times during its 33 year history to address changing issues in education.
- Current MMSD Middle School documents that have been produced during that time include:
 - Middle School Common Expectations (1990, revised 1998, 2005)
 - MMSD Middle School Model (2002)

GOAL

All middle grade students will have an equal opportunity to gain the academic and interpersonal skills necessary to be prepared for the rigor of the ninth grade.

Charge to the Team

Design a consistent 6th-8th grade educational experience across the middle grades of the Madison Metropolitan School District that addresses the areas of learning, engagement, and relationships.

Who is on the team?

- Assistant Superintendent- Secondary
- All middle school principals
- Director- Teaching and Learning
- Fine Arts Coordinator
- Math resource specialist
- Three ninth grade counselors
- Special Education coordinator
- Student Services representative
- ESL/Bilingual Program Support Teacher
- MSCR staff
- Facilitator

Advisory Group

Five principals who offer guidance on the process and the work of the Design Team

Structure for Accomplishing Design Team Work

Committees

- Communication
- Data
- Literature Review

Structure for Accomplishing Design Team Work

Work Teams

- Fine Arts
- Life Skills
- Mathematics
- Student Support Services
- Wellness
- World Languages

NORMS AND GUIDELINES FOR MIDDLE GRADES DESIGN TEAM

- 1. Work toward common goals. Set aside personal and school agendas. Focus on what is best for the whole district.**
- 2. Work to create an environment of openness and honesty. Seek the truth. Take some risks. Assume nothing.**
- 3. Focus on solving problems and seeking solutions, not defending the status quo.**
- 4. Respect each other's contributions. Build on the substantial knowledge and experience on the team.**
- 5. Focus on the assets of schools and the district, while working to address identified needs.**

There is no power for change greater than a community discovering what it cares about. Margaret Wheatley

Work of the Design Team

- Reviewed charge and scope of committee
- Clarified Department of Public Instruction Curriculum Standards (State Statutes)

ADMINISTRATIVE RULES

	GIVENS	FLEXIBILITY	COMMENTS
Reading	Regular instruction, each week, entire year	Number of minutes	Separate course in Reading not required; recommended to be integrated into language arts curriculum
Language Arts	Regular instruction, each week, entire year	Number of minutes	
Social Studies	Regular instruction, each week, entire year	Number of minutes	In K-8, two grades must teach curriculum in Native American history
Mathematics	Regular instruction, each week, entire year	Number of minutes	
Science	Regular instruction, each week, entire year	Number of minutes	
World Languages	7 th and 8 th regular instruction	Could be blocks of time	Access must be provided; students not required to take course
Career Exploration	One semester course or equivalent; total of 90 hours in grades 6-8	Can be a separate course or infused in others	
Health	Each week for the entire school year	May do the equivalent time, i.e. block that totals 36 class periods for 9 weeks	Grade 6-each week or equivalent; Grades 7-8-can do as required course, elective, or health units integrated in other disciplines.
Physical Education	None		Schedule accordingly in order to meet standards
Art	6 th -each week for entire year or equivalent	7 th and 8 th optional; could have as a block or integrated with another class if provided by licensed teacher	6 th - provided by licensed art instructor; Could be a block of 36 days or 8 weeks of daily instruction
Music	6 th grade each week for the entire year; general music, vocal, and instrumental must be available to 7 th and 8 th in each grade	7 th and 8 th optional;	Could be a block of 36 days;

Work of the Design Team

Identified questions and issues about the MMSD Middle School model. Anticipated concerns from the perspectives of:

- Staff
- Students
- Parents
- Principals

Work of the Design Team

- Collected data from all middle schools on:
 - Exploratory courses
(grade levels, number of minutes per week, number of weeks per year, required/elective, student exemptions)
 - Mathematics
(courses at each grade level, criteria for taking algebra/geometry)
 - World Languages

Communication Committee

Progress to date:

- Determined strategies to gather data from key stakeholders--Students, Staff, Parents, Community Agencies
- Designed questions and process for parent focus groups
- Designed questions for on-line parent survey
- Conducted parent focus groups on November 10

Next steps:

- Conduct student focus groups through MSCR
- Design strategies to gather data from staff and community organizations

Data Committee

Progress to date:

- Collected and reviewed data from all middle schools on Mathematics, Foreign Language, and Exploratories
- Reviewed data on attendance, GPA, and suspensions
- Identified gaps and issues that need to be addressed

Next steps:

- Generate data related to Work Teams
- Continue data analysis of existing data

Literature Review Committee

Progress to date:

- Read approximately 20 articles reflecting current thinking, both pro and con, regarding middle school model
- Developed abstracts of articles for group discussion

Next steps:

- Continue to research and identify best practices
- Synthesize articles for Design Team

Fine Arts Work Team

Issues/Questions:

- Course offerings (frequency, variety, exploratory vs. elective)
- Teacher certification

Next steps:

- Review data from all middle schools
- Examine best practices
- Examine philosophy of learning vs. performance

Life Skills Work Team

Questions/Issues:

- Lack of consistent use of MMSD Technology curriculum
- Professional development
- Equipment
- Embed 90 hours of Career Education in 6th-8th

Next steps:

- Examine best practices
- Determine what Information Technology skills students are currently learning

Mathematics Work Team

Questions/Issues:

- Criteria for access to math courses
- Rigor of math courses

Next steps:

- Examine data
- Examine criteria currently used to assign students to math classes

Student Support Services Work Team

Issues/Questions:

- Inconsistencies in staffing levels
- Lack of role clarity
- Targeted vs. discretionary allocation

Next steps:

- Identify models of best practice
- Collect list of descriptions of current practices for each of these roles

Wellness Work Team

Issues/Questions:

- Lack of health education, AODA, and Human Growth and Development
- Discrepancy in equipment and facilities
- Safety and class size

Next steps:

- Examine what is being taught and by whom
- Examine effective programs in the area of life time fitness

World Languages Work Team

Issues/Questions:

- Lack of consistency in what is offered and length of time
- Core academic vs. Exploratory?
- Link to high school programs

Next steps:

- Determine where all middle schools need to be consistent
- Examine best practices

Results

- By the end of December, recommendations will be given to the Superintendent that will provide a consistent 6th-8th grade educational experience across the middle grades of the Madison Metropolitan School District.