Madison Metropolitan School District

Smaller Learning Communities Proposal

PROJECT ABSTRACT

Madison Metropolitan School District
545 West Dayton Street
Madison, WI 53703-1995
NCES District ID: 5508520

SLC PROJECT SCHOOL INFORMATION

Name of School NCES ID	Address	Number of students enrolled
East High School 550852000925	2222 E. Washington Avenue Madison, WI 53704	1805
LaFollette High School 550852000941	702 Pflaum Road Madison, WI 53716	1698
Memorial High School 550852000937	201 S. Gammon Road Madison, WI 53717	2087
West High School 550852000967	30 Ash Street Madison, WI 53726	2019

PROJECT GOALS

1. All high schools will elevate the academic performance and graduation and post-secondary enrollment rates of all students, especially Black, Hispanic, and low-income students.
2. All high school staff will effectively deliver academically rigorous curriculum and instruction, and enhance their capacity to do so through professional development opportunities, support structures, peer collaboration, and designated roles like coaches.
3. All high schools will develop systemic early interventions that help students gain proficiency in reading/English language arts and mathematics by the end of tenth grade.
4. All high schools will create environments that foster students connections to adult staff, improved means of monitoring student progress, and provide academic and other supports when needed.

PROPOSED SCHOOL IMPROVEMENTS

- Students organized in groups (Neighborhoods, Houses, etc. serving all students that are randomly selected, inclusive, and diverse) will work with teams of teachers who know them well.
- Advisories for all ninth graders and Personal Education Plans for all students will promote positive transitions and post-secondary preparation.
- Rigorous coursework that will provide all students the foundation for advanced coursework and college preparation.
- Programs will support student learning, engagement, and relationships, including interventions for struggling students, and enhance student leadership and participation in non-academics.
- Disciplinary and interdisciplinary teacher teams (including special educators, ESL teachers, and support staff) will share groups of students and teach many of their classes within their Smaller Learning Community.
- Ongoing, collective professional development, supported by common planning time and embedded in teachers' schedules, will enhance instruction and assessment for excellence and equity.
- Strong and distributed instructional leadership at the building and district levels will support the initiative's components and engage in ongoing assessment and continuous innovation and improvement.

I. NEED FOR THE PROJECT

Wisconsin. Home of contented cows, cheese curds, and the highest incarceration rate for African American males in the country**.** The juxtaposition of one against the other, the bucolic against the inexplicable, causes those of us who live here and work with Wisconsin youth to want desperately to change this embarrassment.

Madison, Wisconsin. Capital city. Ranked number one place in America to live by *Money* (1997) magazine. Home to Presidential scholars, twenty times the average number of National Merit finalists, perfect ACT and SAT scores. Home also to glaring rates of racial and socio-economic disproportionality in special education identification, suspension and expulsion rates, graduation rates, and enrollment in rigorous courses. This disparity holds true across all four of Madison's large, comprehensive high schools and is increasing over time.

Madison's Chief of Police has grimly characterized the educational experience for many low income students of color as a "pipeline to prison" in Wisconsin. He alludes to Madison's dramatically changing demographics as a "tale of two cities." The purpose of the proposed project is to re-title that unfolding story and change it to a "tale of two cities-interrupted" (TC-I). We are optimistic in altering the plot based upon our success educating a large portion of our students and our ability to solve problems through thoughtful innovation and purposeful action. Our intent is to provide the best possible educational experience for *all* of our students.

I.A. Magnitude of the need for the services

The Madison Metropolitan School District (MMSD) is the second largest district in the state, serving approximately 25,000 students in 47 schools, including 31 elementary schools, 11 middle schools, four comprehensive schools, and one alternative high school. The district's enrollment data reveal a rapidly increasing level of diversity. Since 1997 the percentage of minority students has increased from 30% to 46%. Black students are currently the largest

minority group with 22%, followed by Hispanic (13%), Asian (10%), and Native American (1%). Over 41% of students qualify for free/reduced lunch, up from 26% in 1997. Nearly 16% (total number 3923) of students receive special education services while 15% (total number 3566) are English Language Learners. Nearly 27 per 100 students move in or out (mobility rate) yearly. Against this demographic backdrop the main TC-I characters emerge: four comprehensive high schools that will implement smaller learning communities to prepare all students to succeed in postsecondary education and careers [See Appendix A for more complete demographic information].

- **East**– Built in 1922, East is the oldest high school and serves the most diverse student population among the 1805 students. Because it has not met Adequate Yearly Progress (AYP) targets in reading for two years, East is currently identified by the Department of Public Instruction (DPI) as a school **in need of improvement**.
- **LaFollette**– Built in 1963, LaFollette is the smallest high school with 1698 students. Its most unique feature is the "Four Block" structure, developed in 1998 to provide longer instructional time periods. LaFollette has also been identified as **in need of improvement** for failing to meet AYP in reading for two consecutive years.
- **Memorial**– Built in 1966, Memorial has had the highest enrollment, currently 2087, for the last five years. The challenges of serving approximately 2100 students prompted Memorial to pursue a Smaller Learning Communities Grant in 2000. Through that project, Memorial implemented four "neighborhoods" of students and staff. Memorial has also been identified as **in need of improvement** for failing to meet AYP in reading for two consecutive years.
- **West** – Built in 1930, West has over 2000 students and, like Memorial, successfully wrote a Smaller Learning Communities Grant (2003) to restructure into "houses" and develop other

innovative programs. While West has not been labeled in need of improvement this year, it **failed to meet AYP targets** in reading this year.

Emerging data trends at all sites fuel the description of the "two cities" analogy. To best understand the trends, MMSD developed an educational framework that seeks to explain the traditional conception of an achievement gap by focusing on three student success factors: Learning, Engagement, and Relationships [See Appendix B]. Describing the need for TC-I must account for more than learning; data showing differences in engagement and relationships provides multi-dimensional richness necessary to understand and respond to needs of all students.

STUDENT LEARNING There are a number of ways to demonstrate the stark achievement gap for minority students that persists across all sites. The first is by comparing results from the Wisconsin Knowledge and Concepts Examination (WKCE) to the **AYP benchmarks** established by DPI. The 2006 reading benchmark is 67.5% proficiency/advanced percentages for all students and all substantive student subgroups. While white and non-low-income students exceed this benchmark, the same cannot be said for Black, Hispanic, and low-income students.

WKCE, 2006 - Reading: % of Students Scoring Proficient or Advanced (AYP = 67.5%)				
	East	LaFollette	Memorial	West
BLACK	37%	42%	29%	54%
HISPANIC	36%	39%	26%	40%
LOW-INCOME	37%	44%	25%	35%
WHITE	80%	73%	85%	91%
NON-LOW-INCOME	81%	74%	80%	92%

This pattern of significantly lower achievement levels holds true in mathematics as well. [See Appendix C for complete proficiency summary].

WKCE, 2006 - Math: % of Students Scoring Proficient or Advanced (AYP = 47.5%)				
	East			West
BLACK	33%	33%	38%	51%
HISPANIC	44%	37%	35%	43%
LOW-INCOME	38%	39%	35%	47%
WHITE	84%	71%	86%	92%
NON-LOW-INCOME	85%	71%	84%	93%

A second WKCE comparison is the **achievement gap** between white and non-low-income students and their Black, Hispanic, and low-income peers. Again, Appendix C provides detailed data from the most recent two years of testing. The profound disparity of achievement levels – sometimes nearing 60%-- is alarmingly and consistently apparent. As Madison and the four TC-I sites become more diverse, major reforms are needed to reverse these trends.

Drop out rates offer a third comparison of academic success. Across MMSD, Black students drop out at a much higher average rate (21%) than their white peers (3%), with Hispanic (13%) and Asian (14%) students also showing consistently higher drop out rates. [Table D1 in Appendix D provides more detailed percentages for each school].

Disproportional representation of minority students, especially Black students, in **special education** has become a critical concern in the district. By the time they reach high school, Madison's Black students are more than twice as likely to be in special education. All too often services for special education students occur outside of regular classrooms. The net result is a much higher percentage of Black students experiencing considerable amounts of the school day in non-mixed settings [See Tables D2 and D3 in Appendix D].

In contrast to special education data, the race/ethnicity and income comparison for enrollment in **advanced coursework** depicts the opposite under-representation. With the exception of Asian/Pacific Island students, few minority students are enrolled in advanced courses and low-income students are almost completely missing from advanced classes in all content areas [See Tables D4-D11 in Appendix D]. For example, while Black and Hispanic students combine for over 25% of the student population in all schools, in no school do Black and Hispanic students (combined) represent even as much as 8% of the students enrolled in advanced math courses.

The MMSD Board of Education **Math Priority** holds that all students will complete Algebra/Geometry by the end of tenth grade regardless of race, socio-economic, or linguistic differences. While completion rates of algebra and geometry have improved in recent years across all student groups, the consistent pattern of lower completion for black, Hispanic, and low-income students again surfaces. While roughly 85% of white and non-low-income students successfully complete Algebra by the start of grade 10, only 50% of Black students, 60% of Hispanic students, and 60% of low-income students meet the goal. As a gate-keeper to higher level mathematics, Algebra and Geometry completion rates warrant immediate attention.

Unfortunately, differences in **college access and admission** also fall along race/ethnicity and poverty lines. Fewer Black and Hispanic students take the ACT (116 combined in comparison to 825 white students). For those who do, scores are significantly lower compared to the scores of their white peers [See Table D12 in Appendix D]. In this light, acceptance rates into four-year schools make sense; in some schools white students are nearly three times more likely to be accepted into a college than black or Hispanic students [Table D13]. In addition, a lower percentage of MMSD students entering the University of Wisconsin system (58% compared to state average of 65%) have completed the recommended high school core courses. Completion of these core courses is a predictor of **college success**. [Appendix E point #3].

ENGAGEMENT Students engaged in the educational process attend school and refrain from disruptive behavior. Attendance and suspension/expulsion information draws a distinction between engaged and unengaged students. A consistent pattern of lower **attendance rates** for Black and Hispanic students exists here. MMSD Board of Education goals include attendance rates of 94% for all students, regardless of race, socio-economic, or linguistic differences. In two of the four schools the attendance goal of 94% for all student groups is not being met [See Table

F1 in Appendix F], with attendance as low as 83% for American Indians at one site. Logically, **truancy rates** follow the same pattern [Table F2].

The strongest indicators of disproportionate representation of Black and Hispanic students are found in suspension/expulsion data. **Expulsion** data shows higher rates for African-Americans and Hispanic students at three TC-I sites compared to their white peers [Table F5 in Appendix F]. **Suspensions** are often viewed as the initial behavioral threshold that contributes to the Police Chief's "pipeline to prison" phenomenon. The rates have climbed substantially over time – in one school, by over 20% for African-American students since 1998. Incidences of violence-based suspensions fall along the same racial lines [Tables F3, F4, F6].

MMSD administered the **High School Survey of Student Engagement** (HSSSE – University of Indiana) to students to better understand their personal perceptions of engagement. Important findings include the perception across all sites that around half of our students don't view themselves as an important part of their community, around half of students never or rarely talk about career goals with adults in the school, and students who contemplated dropping out have done so due to school work that was too difficult, a dislike of school, a dislike for their teachers, or a lack of relevance or value in school work [Table F7 in Appendix F]. These data indicate that our comprehensive high schools are not engaging large proportions of students.

RELATIONSHIPS For the last decade, MMSD has utilized a **climate survey** to capture student, parent, and staff perceptions of an array of factors that contribute to school climate. Key categories in the survey include staff-student and student-student relationships. The results of four survey items are especially troubling. Minority students respond 15-20% less positively than white students to (a) feeling safe about their school; (b) having at least two adults who encourage them consistently; (c) having adults with whom they have a meaningful talk at least

monthly; and (d) feeling they belong at their school. When asked to estimate their achievement at school, minority students were also significantly less positive than their white peers. [See Tables G1-G5 in Appendix G].

A clear pattern emerges from these data: The school experiences and level of success fall along lines that are predictable by race and economic status. The literary source for our title, the original *Tale of Two Cities*, begins with the ominous lines, "It was the best of times, it was the worst of times." For Black, Hispanic, and low-income students, our schools seem to contribute to "the worst of times." Madison appears to be at a tipping point with frightening potential to follow the course of many urban districts. The proposed project seeks to remedy this – to head off the "worst" by making the "best" of this opportunity to make critical changes.

II. QUALITY OF THE PROJECT DESIGN

II.A. Extent to which teachers, school administrators, parents, and community stakeholders support TC-I, have been, and will continue to be involved in development/ implementation

REDESIGNING HIGH SCHOOLS Multiple planning processes, initiatives, and avenues for gaining input converged into the development of TC-I. In fall 2006, the Superintendent charged a team consisting of the Assistant Superintendent for Secondary Instruction, all high school principals, the Director of Teaching and Learning, university professors, and technical advisors to begin a two-year study in redesigning Madison's comprehensive high schools. While all high schools have participated in processes for continuous improvement and formal accreditation self-studies, the team's charge marked a new course for a coordinated and collaborative redesign plan for all four campuses.

SCHOOL COMMUNITY STAKEHOLDER SUPPORT To assure that the redesign process reflected input from MMSD staff, staff members were informed of the objectives and progress of the redesign team during department and faculty meetings. Written and verbal staff input was sought and incorporated into the plan. To understand the perspective of the community, each

school held evening listening sessions in late spring with families and community members. We gained district-wide community input through an evening session in June held in conjunction with the Superintendent's presentation on the status of the high school redesign initiative. Student input came from the High School Survey of Student Engagement and individual and focus group interviews. Various student groups, such as student government, generated ideas and critiques for future changes. School-specific descriptions of gaining support and input for the grant's development are provided in Appendix H. After the District determined it would pursue an SLC grant as part of the redesign process, each TC-I site selected a staff member to collaborate in the development of the proposal, as well as a response team of representative staff with whom the staff member consulted throughout the proposal development process, providing regular feedback loops to ensure a plan that is responsive to student needs, focused, and feasible.

LOCAL PARTNERSHIP SUPPORT Madison's high schools have the good fortune of many and varied private and public partnerships. A number of these partnerships have goals and purposes wholly consistent with MMSD's redesign process and the Department of Education's Smaller Learning Communities objectives [See Appendix I]. For each site, TC-I project development has provided an excellent opportunity to reaffirm these partnerships for future initiatives. TC-I has become the focus of renewed interest and support across Madison. Organizational and institutional support to address the "two cities" has come from key community partners including the Mayor's Office, the University of Wisconsin-Madison, Madison's Police Chief, and non-profit groups like 100 Black Men. Partners will assist in providing TC-I services, mentor students, provide technical support and expertise to teaching staff, and more. For example, our Professional Development Schools at two sites provide teachers with an ongoing direct interface with top researchers from the University of Wisconsin-

Madison. Another example is 100 Black Men, a group of prominent African American community leaders and concerned citizens who will connect with student mentees to motivate them to be successful learners and civic leaders. Letters of support are included in Appendix J.

STATE AND NATIONAL PARTNERSHIP SUPPORT MMSD has formulated a number of state and national partnerships that are clearly aligned with SLC purposes (letters of support in Appendix J). The following partnerships bring broader perspectives, technical assistance, and research-based expertise to our work:

- **Minority Student Achievement Network (MSAN)**: A consortium of districts across the country, MSAN studies dimensions of the achievement gap, working with administrators, teachers, students, and university researchers to develop strategies and programs aimed at closing the gap for minority students. MSAN materials and research are used in the MMSD educational framework.
- **Wisconsin Department of Public Instruction – Student Information Monitoring System (SIMS)**: DPI has partnered with MMSD in the development of a technological tool that allows staff to efficiently identify students in need of extra support, determine research-based scaffolded strategies, and monitor the students as the strategies are employed. The tool encompasses both learning supports as well as attendance and behavior needs.
- **National Institute for Urban School Improvement (NIUSI)**: During the 2005-06 school year, MMSD was cited as being in need of improvement by the DPI due to its significant disproportionality of African-American students identified for receiving special education services. One response has been the district's collaboration with NIUSI to better understand institutional causes for this disproportional representation, the development of strategies to

reduce this trend, and professional development aimed at ensuring optimal inclusion for legitimately identified students.

The MSAN and NIUSI consortiums provide national conferences, research conclusions directed toward practical instructional applications, and curriculum materials to address closing the achievement gap and reducing the overrepresentation of African-American students in special education. Management of all these partnerships within a unified and well-coordinated project in our high schools is lacking. TC-I will provide necessary unification and coordination to allow staff and students optimal support from TC-I partners.

II.B. Extent to which district, and each school, has carried out sufficient planning and preparation to enable TC-I implementation during school year in which grant awarded

School-based representatives and response teams, along with head principals and the Assistant Superintendent, confirmed TC-I needs, determined programs and strategies to address the needs, and committed district and site-based resources that will enable implementation during year one (See Appendix K for district support diagram). Each site developed initiative timelines described in IV.A below. Our planning process has led to a state of readiness to "hit the ground running" upon notification of availability of funds. During the first year, the following key pieces will be implemented: hire SLC Facilitators, Instructional Resource Coaches, and Communication /Technology Support; reorganize students into smaller learning communities at each TC-I site; develop site-based and district level Innovation Teams; formalize supporting relationships among the four sites and District departments (Teaching and Learning; Planning, Research, and Evaluation; School Improvement Planning; and other departments) that will provide technical support and professional development across the five years of the program; initiate specific communication tools (e.g., Parent Portal in Infinite Campus), develop other technology-based tools (e.g. SIMS) that will better enable student progress monitoring;

provide professional development opportunities that address immediate areas of need and concern (See II.C. and III.D.); and embed TC-I project discussions and decisions in the High School Redesign Team's ongoing work to ensure optimal integration.

II. C. Extent to which school administrators, teachers, and other school employees will receive effective, ongoing technical assistance/ support in implementing structural and instructional reforms

TC-I staff, project partners, and a research-based staff development series will provide MMSD with the capacity to offer effective, ongoing technical assistance and support to assure successful implementation of structural and instructional reforms. **TC-I Facilitators** (1.0 FTE/site) and **Instructional Resource Coaches** (1.0 FTE/site) will give teachers front line support. Primary functions of the site-based Facilitators will be to coordinate initiatives, support team development, and formalize processes to ensure wide-spread participation of staff, students, and parents. Instructional Resource Coaches will provide professional development, facilitate development of assessments and collaborative curriculum planning, and provide individualized support for staff. **Communication and Technology Support** staff will be shared among the sites (.25 FTE/site), supporting the development of tools to monitor student interventions and progress, improve communication between school and home, and increase organizational efficiency, thus providing accurate, objective information for teachers while preserving teachers' time to build relationships with students. Position descriptions appear in Appendix Q.

District-funded staff and departments will also play critical roles in enabling front line staff effectiveness. The **Minority Services Coordinator** (1.0 FTE/site) will provide support and interventions for students of color working through partnership initiatives (e.g., People Program with UW-Madison, Project Excel). Staff in the **Department of Teaching and Learning** (Literacy, Math, and Talented and Gifted) will provide curriculum and instructional expertise to the Instructional Resource Coaches. The secondary level **School Improvement /Planning** (1.0 FTE/District) staff will work with facilitators and coaches to increase process skills and support

their work in developing teams. The final district-level support will come from **Technology** supports, ranging from **Technical Services** to **Planning, Research and Evaluation**.

Innovation Teams will be tasked with developing innovative solution-responses to needs identified through our data collection and evaluation processes. Site Innovation Teams comprised of staff and students will meet regularly to determine needed program changes, study alternative approaches, generate ideas, and plan improvements. At the District level, TC-I Facilitators, Instructional Resource Coaches, Division of Teaching and Learning staff, and other key personnel will meet bi-weekly to examine issues that encompass all sites and are systematic in nature, and work toward creative solutions. Appendix K provides an organizational diagram showing the support structure for technical assistance and professional development.

The TC-I planning team designed the **professional development series** to address MMSD's most urgent areas of need—an academic curriculum that engages all learners, creating more inclusive educational settings, and effectively responding to increasing diversity. The series will begin in year one and continue throughout the duration of the project. **Curriculum Articulation** training will enable staff, organized in grade level and subject teams, to develop a coherent and rigorous curriculum in core and elective courses, utilizing Wisconsin Academic Standards as a basis for content. Expected results are articulation of challenging content and learning outcomes, cross-grade (including middle school for grade 8-9 alignment) communication of high expectations, development of common assessments, and improved curricular materials. In the realm of **Team Teaching, Collaboration, and Inclusion** all staff (regular education teachers, special education teachers, ESL staff, and paraprofessionals) will learn to co-plan, co-teach, and work toward more seamless practices to support all students. The expected result is a more

inclusive educational setting where more students, especially students of color, feel they belong, are safe, and can succeed at school.

Our needs assessment showed that staff members face an increasingly diverse range of students, including racial/ethnic, language, and learning style differences. One size fits all instructional tendencies will be challenged through **Teaching Diverse Learners** training that will teach strategies to address the range of needs present in today's MMSD classrooms in order to maintain high expectations for all. Additional training, called **Above the Line Strategies,** will teach staff innovative approaches to preventing behavior problems and how to facilitate restorative plans when behaviors problems occur. The expected results are adaptations in instructional techniques and relationship building that will engage and encourage all students. **Technology Training and Support** will allow teachers to become more facile at using technology-based tools and assessment outcome data to drive instruction and improve teaching and learning.

II. D. Extent to which MMSD will offer all students a coherent sequence of rigorous English language arts, mathematics, and science courses that will provide students with the knowledge and skills needed to succeed in post-secondary education and careers without need for remediation

TC-I staff will provide resources and facilitate processes to engage staff in cross-site dialogue to reach consensus regarding coursework sequence, reexamine and make changes to course content, and increase the cultural relevance of content while maintaining high levels of rigor. The expected outcome is an increase in the number of students, especially from historically underachieving subgroups, who actively engage in the rigorous course sequence. The following four phases of work over the next five years will lead to a rigorous course sequence that will provide all students with the knowledge and skills needed to succeed in post-secondary education and careers: **1)** Examination of existing courses and course sequences; **2)** Analysis of course content and rigor in light of Wisconsin standards and best practices research;

3)Analysis of course content for cultural relevance; **4)** Implementing advisory/guidance practices that move from merely *offering* courses to ensuring that all students develop individualized coursework plans considering and including post-secondary education and career goals.

Phase one (2007-08): Examination of existing course "scope and sequence" across sites. The TC-I Project Director (with support from TC-I Facilitators, Instructional Support Coaches, and other appropriate staff), will convene departmental teams comprised of administrators, guidance counselors, and department chairs. The teams will be tasked with examining course sequencing and content coherence of English language arts, math, and science courses to determine where gaps or illogical sequences exist both within and across sites. Based upon the analysis, the team will recommend adaptations to assure a coherent course sequence. Expected outcomes are overall improved sequencing of coursework and enhanced ability among sites to assure "scope and sequence" consistency of coursework to students who change schools during or between a school year.

Phase two (2007-08): Analysis of course content and rigor in light of Wisconsin standards and best practices research will involve many of the same staff as phase one. The focus of the analysis will shift from course sequence to cross-referencing subject matter content with state/district standards and best practices research for English language arts, math, and science courses. The study teams will determine ways in which courses do and do not meet standards and revise coursework as needed. Expected outcomes are revised coursework options and more standardized rigor in courses across MMSD.

Phase three (2008-09): Analysis of course content for cultural relevance will challenge all staff to examine their own subject matter interests, developed units of content, and instructional styles in light of cultural differences. MMSD has been studying institutional racism

and issues of equity for the past seven years; this phase of work will move staff from a level of theories and understanding personal biases to applying racial/cultural differences to course content and pedagogy. All four Staff Development release days scheduled during 2008-09 will be devoted to this phase of work by departments and across sites. Specific activities will include guided analysis of current practices in light of research on culturally relevant teaching, structured conversations for rich dialogue, and implementation planning. Local partners including MSAN Researchers and UW-Madison Professors from Curriculum and Instruction will provide staff support and training.

Phase four (2008-09): Implementing advisory/guidance practices that move from merely *offering* courses to ensuring that all students develop individualized coursework plans considering and including post-secondary education and career goals. School Counselors, Minority Services Coordinators, and faculty who work with freshman will complete multiple tasks to implement this phase. They will produce a plan and implementation system to ensure that all MMSD students develop a Personal Education Plan including secondary education and career goals. They will examine research on recruiting and supporting minority and low-income students in enrolling in and completing courses with challenging academic content and develop a plan of targeted, research-based strategies to address this need.

II.E. Extent to which proposed project is part of district-wide strategy for high school redesign and strengthens district's capacity to develop and implement smaller learning communities and improve student academic achievement as part of that strategy

TC-I emerged from a district-wide study team, convened in fall 2006, charged with redesigning our four comprehensive high schools [Appendix L provides the Superintendent's Report to the Board of Education on team progress]. As part of that study, the team examined models of high school reform such as *Breaking Ranks II* and *First Things First,* gathered input from multiple stakeholders, assessed needs, considered if and why reform was necessary,

articulated a desire to create systemic change rather than individual projects, and examined various means of implementing reform. TC-I will provide consistency across the district (e.g. organization of students into smaller communities and common professional development for staff) while allowing for the use of varying models (e.g. Neighborhoods, Freshman Academies) as appropriate for each site.

The proposed project will provide the manpower, professional development, and other resources necessary to increase our capacity to develop and implement smaller learning communities. The support and expertise of the TC-I Facilitators and Coaches and common professional development and activities will move teaching staff from the limits of school-specific knowledge to both a broader exposure to ideas and strategies and a greater understanding of how to better reach our target group. Students will benefit from schools that are testing ideas against each other and problem-solving together. These resources, combined with our thoughtful project design, high-quality services, and external and embedded feedback sources will allow us to personalize learning environments and improve students' academic achievement through the universal and site-specific initiatives described throughout the proposal.

III. QUALITY OF PROJECT SERVICES

TC-I draws on a solid research base regarding student personalization, instructional and curricular coherence, relevance of a common curriculum with high expectations and collective responsibility to student success, and the benefits of teachers working in a professional learning community [Appendix M cites literature reviewed by the planning team]. Based on this research and our assessed needs, TC-I will have the following elements at all sites:

- Students organized in randomly selected, inclusive, diverse groups (Neighborhoods, Houses, etc.) who will work with teams of teachers who know them well.

- Advisories for all ninth graders and Personal Education Plans for all students that promote positive transitions and post-secondary preparation.
- Rigorous coursework that provides all students with the foundation for advanced coursework and college preparation.
- Programs that support student learning, engagement, and relationships including interventions for struggling students, enhanced student leadership, and increased participation in non-academics and after-school programming.
- Disciplinary and interdisciplinary teacher teams (including special educators, ESL teachers, and support staff) who will share groups of students and teach many of their classes within their Smaller Learning Community.
- Ongoing, collective professional development embedded in teachers' schedules and supported by common planning time to enhance student-teacher relationships, instruction, assessment, and cultural competence.
- Strong and distributed instructional leadership at the building and district levels to support TC-I's many components and engage in ongoing assessment and continuous innovation and improvement.

The quality of the project design is predicated on the continuation and expansion of existing initiatives paired with successful implementation of new initiatives. Appendix N shows how existing and new initiatives, explained below, respond to TC-I goals and objectives. Appendix P shows the implementation timeline.

III.A. Extent to which TC-I is likely to be effective in creating an environment in which a core group of the school's teachers and other adults know the needs, interests, and aspirations of each student well, closely monitor each student's progress, and provide the academic and other support each student needs to succeed.

Each of the four TC-I sites developed a basic structural model, deriving ideas and features from smaller learning community research and design literature, that will effectively create smaller environments providing students with consistent interaction with a core group of adults. Simultaneously, the adults will receive professional development and support that will enhance their repertoire of relationship-building skills and broaden their instructional strategies. The four models are graphically portrayed in Appendix O and described as follows:

East: Utilizing their school colors, East designed a model where all students are alphabetically and randomly assigned into four learning communities. Students will be supported by one of two sets of guidance counselors, psychologists, nurses, and social workers. Teams of students will continue together through the four years. There will be one Developmental Guidance period weekly with grade-specific content. For example, the four freshman teams will have workshops on conflict resolution, attendance, anti-harassment, community building, and GPA calculation.

LaFollette: With the Four Block model already in place, LaFollette will implement Freshman Academies. The model will provide freshman with smaller class sizes in core academic areas, assigned advisors and mentors, and academic advising with special attention to post-high school planning. Freshman will attend bi-weekly meetings with advisors. Each grade level will have unique learning features (e.g. service learning for sophomore year, seminars for junior year).

Memorial: Memorial has been restructured into four Smaller Learning Communities called Neighborhoods. Administrative and Student Support Services have been organized into the Neighborhood structures. In addition, all students (grades 9-12) have been randomly assigned into Backyard Advisory Groups of around 25 students. Each Backyard meets twice a week to increase positive interactions among the diverse student body. Two staff serve as advisors for

each Backyard. Ninth grade Core Teachers collaborate weekly to plan and discuss specific student needs.

West: West has organized its students into four "houses". Each house has an organized group of staff, including administrators, Student Support Services, special education case managers, and ninth/tenth grade core academic teachers. These core teachers meet frequently during common planning time to plan curriculum, clarify expectations, discuss teaching strategies, and develop interventions for the students they share. This model will remain in place and core classes will be relocated to closer proximity in the building during the coming year to further enhance students' house identities.

The site-specific models will provide the structure in which all TC-I activities will be implemented. The planning team articulated existing activities and practices that align with TC-I goals and objectives and developed new district-wide activities and practices to be implemented within each structural model to create an environment in which a core group of each site's teachers and other adults know the needs, interests, and aspirations of each student well, closely monitor each student's progress, and provide the academic and other support each student needs to succeed. These activities and practices are described below.

Currently **Building Intervention Teams** function in all sites; support staff (counselors, psychologists, social workers) and administrators meet weekly to problem-solve student issues. All sites have some level of **Adult Mentoring and Planning**, typically organized by homerooms, with staff helping students develop goals, monitor their own progress, and communicate with families. This will be expanded with the help of community partners such as 100 Black Men. **Middle School Transition Profiles** provide important student-based academic and social information to staff working with ninth graders. The profiles enable staff to

proactively support students during the middle-high school transition. **Enhanced Freshman Orientations** will provide relationship-building experiences, helpful information to reduce transition-related stress, and other activities to provide initial connections to the school. TC-I will support refinement of these components and provide better coordination both within and across sites.

All sites have identified **Freshman Advisories** or **Core Programs** as a critical structure for qualitative improvement during the project period. Current advisories, typically a grouping of 25 freshmen with one adult, focus primarily on relationships, social skills, or formalized programming such as the **Developmental Guidance Curriculum**. The curriculum, based upon a statewide model, addresses nine core competencies that contribute to lifelong learning, citizenship, and employment. Freshman Advisories will retain the positive social components while TC-I will maximize the potential of the Advisories to strengthen student-teacher relationships by providing teachers with information, monitoring tools, and response systems to use to build stronger relationships with their Advisory students.

The **District-wide Attendance Improvement Initiative** will support students who are frequently absent or tardy in and effort to head off truancy and drop-out. The initiative will include a monitoring system and provide well-defined interventions to increase attendance and punctuality. TC-I will provide the means of coordinating this initiative across sites.

All high school students will begin to develop a **Personal Education Plan** during their freshman year, followed by adjustments and monitoring through ongoing meetings with guidance counselors or other adult mentors throughout the completion of grade 12. This initiative will ensure that all students meet regularly with one adult who knows them, their goals, and their progress. **Goal Setting Conferences** (occurring in the fall of each year) will provide an

opportunity for students and their families to meet with designated staff to discuss long-range plans, post-secondary options, and the relevance of their current coursework to their life plans.

During the 2006-07 school year, **Infinite Campus** was implemented as an information storage/retrieval system for students. TC-I will allow us to expand our capacity to generate **Reports** to better understand trends related to individual student progress and group characteristics. In fall 2007, the **Parent Portal** to Infinite Campus will be available to provide accessible information to parents and families. The information will be used to strengthen communication between schools and families to constructively support youth.

The technology-based **Student Information Monitoring System (SIMS)** will provide a profile of students that may be at risk of academic, behavioral, or attendance problems. The tool facilitates collaborative teacher conversations aimed at selecting or developing interventions and monitoring progress across time. TC-I will provide staff with the systematic training necessary to use Infinite Campus and SIMS optimally to support and monitor students. School Counselors will be implementing **EXPLORE Testing** in the coming school year, which assesses student's college readiness while expanding a students' awareness of career options and coursework relevance to future goals.

Across the district, heightened suspension levels and recidivist behavior problems have led to high schools exploring **Detention Reform** based upon **Restorative Practices**. The goal of this future work will be to move from crime and punishment structures to strategies that, in fact, create empathy and work toward restorative justice. TC-I will provide both broad-based training in restorative strategies (Above the Line Training described in III.D) as well as the means of developing alternative approaches to traditional conceptions of detention and suspension. **Peer Mentoring and Tutoring** will provide another means of relational and academic help, providing

the final dimension to this network of supporting initiatives designed to create an environment in which a core group of the school's teachers and other adults know the needs, interests, and aspirations of each student well, closely monitor each student's progress, and provide the academic and other support each student needs to succeed.

III.B. Extent to which project is likely to be effective in equipping all students with reading/English language arts, mathematics, and science knowledge and skills they need to succeed in post-secondary education and careers without needing remediation.

Section II.D describes how TC-I will assure that a coherent structure of rigorous courses is in place in reading/English language arts, mathematics, and science. The aforementioned four-phase progression of work will be effective because it will provide staff with the resources and knowledge to reform course content, course sequence, content relevance, and guided course selection. The improvements in courses will lay a solid foundation contributing to improved post-secondary success. However, TC-I will not stop here in assuring that we equip all students with the skills necessary to succeed.

All sites will implement **Academic Support Centers** including math labs, writing centers, study tables, and other supportive structures that will shore up students' academic foundations. **After-school Academic Supports** will be provided where students will receive personalized tutoring, co-curricular and extra-curricular activities, homework support, transportation through a later bus route, and snacks. **Study Hall Reform** incorporates a multi-year restructuring of study halls, moving from the current elective "sit and silent" halls to assigned study support locations that occur in comfortable environments staffed by motivated staff with teaching/tutoring skills. Monitoring tools, individualized plans like the Personal Education Plan, and interventions will be utilized by staff to ensure a robust scaffold of support.

Team Teaching systems in which general educators collaborate with special education or ESL staff or in which general educators work together across departments will be supported

through professional development, scheduling, and improved communication tools. **Vertical Teaming** will pair middle and high school staff who teach the same content to allow collaboration on curricular transitions and specific student support strategies needed for success in advanced coursework for all students. These activities will be paired with more coherent and rigorous courses to assure all students succeed.

III.C. Extent to which TC-I is likely to be effective in helping students who enter high school with reading/English language arts or math skills that are significantly below grade level "catch up" quickly and attain proficiency by the end of 10th grade.

The TC-I professional development series will increase staff capacity to identify struggling students, plan interventions, and monitor progress with tools like Infinite Campus and SIMS. When students are identified as "behind" and intervention plans are developed, multiple resources will be available to them to help them catch up quickly and attain proficiency by the end of 10th grade.

The first intervention will occur before a student's freshman year. **Academic Youth Development,** a program devised through our partnership with the Minority Student Achievement Network, focuses on preparing potentially struggling students for math success. It provides a relationship with a math teacher and utilizes the deliberate development of affective and organizational skills to improve math achievement. TC-I staff will work with Minority Student Achievement Network staff to provide coordination and communication resources.

Read 180 provides adaptive, instructional software-based practice in reading. The software analyzes, monitors, tracks, and reports on student reading accuracy, continually adjusting levels of difficulty and offering students immediate feedback. This program is in place and will continue to be offered to students for whom it is an appropriate tool.

Freshman Study Support Structures will be linked to Study Hall Reform and Academic Support Centers described in III.B. They will ensure that all struggling freshman are

provided tutoring and re-teaching through well-designed environments with adequate staffing. They will provide educational options designed specifically to aid struggling students.

When students fall behind in credits, a number of interventions will be available. The **Alternative Education Resource Option (AERO)** offers options for students retained in eighth grade or ninth graders at risk of failure. Students are provided personalized counseling as well as academic support to complete school requirements and earn credits. A six-week **Summer School** option offers students credit recovery in core subject areas. **Credit Recovery and Increasing Skills (CRIS)** provides alternative means to make up credits utilizing PLATO Portals (on-line courses for credit recovery). All of the students utilizing these alternative programs will benefit from TC-I's systemic coordination and technological improvements.

III.D. Extent to which TC-I is likely to be effective in providing teachers with professional development, coaching, regular opportunities for peer collaboration, and other supports to implement a rigorous curriculum and provide high-quality instruction.

The TC-I staff positions and professional development package described in II.C describe the structures that will be in place to provide teachers with professional development, coaching, regular opportunities for peer collaboration, and other supports to implement a rigorous curriculum and provide high-quality instruction. These measures are highly likely to be effective because they respond directly to our identified needs, are the result of an extensive planning process with input from multiple stakeholders, and have continuous internal and external feedback loops.

The **Professional Development** package (Curriculum Articulation; Team Teaching, Collaboration, and Inclusion; Teaching Diverse Learners; Above the Line Strategies; and, Technology Training and Support) will occur within the first three years of the project. The timeline will increase effectiveness because it allows adequate time for a metered delivery of the professional development series, thereby not overwhelming staff and undermining their

enthusiasm for the project or their ability to integrate the training into daily instructional practices. While some outside (non-district) consultation may be utilized in development of the trainings, it is anticipated that the Instructional Resource Coaches, TC-I Facilitators, and district experts (especially in the content areas of English language arts and math) will collaborate to provide sustainable training across time. Developing internal capacity for trainings, rather than continually relying on outside experts, will create a core group of experts with mastery-level knowledge of the training content, thereby increasing the District's ability to critically analyze if instructional and relationship-building strategies are improving, which will provide ultimate evidence of the effectiveness of professional development.

Instructional Resource Coaches will initially be the primary means of providing supportive **coaching**. It is anticipated, however, that in the future, department chairs will gain coaching skills to broaden the capacity for this individualized support and modeling. Across the five years of the project, Instructional Resource Coaches will utilize *Cognitive Coaching* (Costa and Garmston) strategies both directly in supporting staff and in their training of department chairs and other interested staff. Use of a research-proven strategy (Cognitive Coaching) will ensure effectiveness.

Each school's TC-I Facilitator will organize and facilitate ongoing opportunities for **collaboration** between colleagues. Through the scheduling of common planning time for teaching teams, offering facilitation of meetings, and provision of resources and planning tools, Facilitators will create the conditions necessary for professional communities to work optimally.

Through the TC-I design process, the promise of **Cross-School Learning Networks** became evident. Ideas generated for one school site became a catalyst for another school site. TC-I will maintain district-level collaboration which will ensure collaborative effectiveness by

allowing a healthy exchange of ideas, programs, and strategies. Through organization and support of administrators, TC-I Facilitators, Instructional Resource Coaches, and district-based personnel, we anticipate the development of such Networks to be in place by year two.

III.E. Extent to which TC-I is likely to be effective in increasing participation of students, particularly low-income students, in Advanced Placement, International Baccalaureate, and/or dual credit courses.

The strategies, structures, and programs described in sections II.D., III.B., and III.C. illustrate how TC-I will increase participation of students, particularly low-income students, in Advanced Placement, International Baccalaureate, and/or dual credit courses. A number of other programs (not funded by this proposal) targeting the increase of low-income and minority students in more rigorous coursework have also been planned for the coming years.

Guidance Counselors and Minority Service Coordinators will collaborate in **Project EXCEL**, a process-strategy designed to encourage students of color to enroll and succeed in advanced level coursework. **Aspira** is a national program currently in place at two high schools, providing training, academic support, cultural enrichment activities, and community action projects for Latino students. The **Madison Area Technological College (MATC) Pre-collegiate Program** will provide advising and academic support to underrepresented student populations, working through Minority Services Coordinators to build partnerships between the home and school. The **National Governor's Grant** will provide funding to both expand the number of AP courses offered and the necessary supports to prepare more minority students to be successful in these courses. In collaboration with MATC, all high schools are in the process of creating a **Dual Credit Opportunity** course to enhance student transitions into post-secondary mathematics. Students who successfully complete the course will receive credit from both the MMSD and MATC. The aforementioned TC-I programs combined with these other resources, paint a clear picture that MMSD is dedicated to finding effective solutions to the issue

of under- enrollment of low-income students and students of color in Advanced Placement, International Baccalaureate, and/or dual credit courses. Stringent evaluation of the success of each of these programs at increasing participation of students, particularly low-income students, in Advanced Placement, International Baccalaureate, and/or dual credit courses will assure that we retain effective programs while weeding out less effective programs.

III.F. Extent to which TC-I is likely to be effective in increasing the number of students who enter post-secondary education in the semester following high school graduation.

TC-I is likely to be effective in increasing the number of students who enter post-secondary education in the semester following high school graduation because it increases the capacity of staff, students, and the community to work together to create this reality. Specifically, it joins high-quality, research-based programming with effective progress monitoring, evaluative feedback loops, and dedicated community partners. If our strategies are working, our progress monitoring and evaluation data will show us that. If our data demonstrate that some elements of TC-I programming and strategies are not increasing student enrollment in post-secondary education, TC-I resources will be available to troubleshoot. Multiple personnel, site-specific teams, and District-level teams will be in place to study outcome data and design necessary adaptations. Several programs in place or planned for implementation at MMSD are described here to provide evidence of the District's dedication to effectively increase post-secondary enrollment.

The **PEOPLE Program** funded through the University of Wisconsin-Madison targets promising minority students in the sixth grade and provides after-school and summer learning experiences throughout their middle and high school years. Successful program completion provides renewable tuition scholarships to the UW-Madison if the student is accepted.

Advancement Via Individual Determination (AVID) targets ninth graders who would

potentially become first-generation college graduates. Participating students are placed and well-supported in advanced courses. Weekly study and organizational skills classes, peer and college tutors, and motivational activities are some of the program strategies. Through a partnership with a local foundation, **Project Lead the Way** provides exposure to engineering-related content through "application-based" learning activities. By integrating math, science, and technology curriculum, students, who might not typically pursue engineering fields, will become interested in such a career field and college major. **Wisconsin's Youth Options** allows juniors and seniors who meet certain requirements to take postsecondary courses at a UW institution, a Wisconsin technical college, one of the state's participating private nonprofit institutions of higher education, or tribally-controlled colleges. Approved courses will count toward high school graduation and college credit.

IV. SUPPORT FOR IMPLEMENTATION

IV.A Extent to which the management plan is likely to achieve objectives of the proposed project on time and within budget, and includes clearly-defined responsibilities and detailed timelines and milestones for accomplishing project tasks.

TC-I is designed to achieve four overarching goals and 17 objectives (delineated in Appendices N and T) on time and within budget. The management plan (Appendix P) names each initiative, key personnel responsible, current stage of implementation, and the planned year of implementation. All components will be fully in place and available to all students by the end of year 5. Ongoing planning and preparation work will allow TC-I personnel to respond to continuous improvement feedback and the dynamic nature of the field of education.

IV.B Extent to which Project Director and other key personnel are qualified to carry out their responsibilities, and their time commitments are appropriate and adequate to implement TC-I

Dr. Pam Nash, Assistant Superintendent for Secondary Schools, will serve as the Project Director. Dr. Nash holds a Ph.D. in Educational Administration from the University of Wisconsin-Madison. She has almost 30 years of experience in education and has served as the Project Director of multiple state and federal grants, including a Smaller Learning Communities

grant. She has been an integral part of the redesign team. All TC-I personnel will report to her as shown in the organizational structure in Appendix K. The time commitments for key positions are shown in the chart below:

Project Position	#	Funding Source	School-year (FTE)	Summer (FTE/days)
Project Director	1	MMSD In-Kind	20% FTE	20% FTE
School-based TC-I Facilitator	4	SLC Grant	100% FTE	20 days
School-based Instructional Resource Coach	4	SLC Grant	100% FTE	20 days
Communication and Technology Support	1	SLC Grant	100% FTE	20 days
Project Evaluator	1	SLC Grant	10% FTE	5 days

The qualifications and duties of the to-be-hired TC-I Facilitators, Instructional Resource Coaches, and the Communication and Technology Support are included in Appendix Q. The resumes of the Project Director and Project Evaluator are provided in Appendix R.

IV.C. Extent to which the applicant will support the proposed project with funds provided under other Federal or State programs and local cash or in-kind resources.

MMSD is providing $2.6 million dollars in personnel and fringe to TC-I. The Project Director, various Department of Teaching and Learning staff, 50% of the Minority Services Coordinators wages/fringe, Guidance Counselors, and other staff will be supported by MMSD. In addition, MMSD will cover $89,680 in indirect costs associated with TC-I at the negotiated restricted indirect cost rate of 3%. MMSD has leveraged support from numerous community partners who will provide TC-I with resources as well. For example, the University of Wisconsin-Madison provides 50% of the wages/fringe for the Minority Services Coordinators and additional funding for the PEOPLE Program totaling $233,600. MMSD and our partners will provide approximately 35% of the costs of the $8.4 million project. The budget narrative provides a detailed enumeration of the sources of all federal and non-federal funds.

IV.D. Extent to which the requested grant amount and the project costs are sufficient to attain project goals and reasonable in relation to the objectives and design of the project.

The requested grant amount, coupled with MMSD funds and contributions from various partners, is sufficient to attain project goals. The budget provides for adequate staff to effectively manage project implementation and adequate time to implement professional development based on MMSD's previous experience with implementation of multi-faceted projects similar to TC-I. All personnel and fringe expenses were calculated in accordance with the District's financial management policies and procedures. The planning team consulted with technology staff to assure adequate allocation of funds for technology. The budget supports the required conference travel of project staff (4% of grant) and other programs and equipment that will be essential to program success. Based on our long-standing relationship with a highly-qualified evaluator and our internal ability to support the evaluation process, we were able to obtain an evaluation rate of 5% of the project cost, well below the industry standard of 8-12%. Accountability of the use of grant funds will be established through annual progress reports to the Department of Education. The District utilizes a standard expense accounting process and is the subject of an annual external audit. These practices will demonstrate appropriate use of all funds to meet TC-I objectives.

V. QUALITY OF THE PROJECT EVALUATION

V.A. Extent to which evaluation will provide timely, regular, and useful feedback to MMSD and TC-I sites on the success and progress of implementation, and identify areas for needed improvement.

TC-I evaluation will be comprehensive and ongoing, with regular assessments and feedback to the schools and district. A longitudinal mixed methods design will measure the extent to which individual sites and MMSD as a whole are meeting the TC-I goals and objectives articulated in this narrative and Appendix S. This design will include the following:

- Student achievement measures including WKCE results, college entrance exams, common assessments from core academic areas, and graduation exhibitions or portfolios.

- Quantitative indicators of additional student outcomes including engagement, advanced coursework and college prep class participation rates, graduation rates, post-secondary acceptance and continuation rates, attendance and suspension-expulsion rates. MMSD's existing data warehouse, School Climate Surveys for students, staff, and parents, and Indiana University's High School Survey of Student Engagement will provide baseline and progress data.
- Qualitative case studies of each site including documentation of TC-I initiatives and analysis and feedback on progress and obstacles, with specific attention to implementation and impact of curriculum and instructional reforms, professional development, and district level supports.

All student outcome measures will be disaggregated. The project's major goals and objectives, along with the specific evaluation strategies, are presented in Appendix S.

The design and methods will generate an evaluation that is both summative and formative. Data collection, analysis, and feedback will be ongoing through collaborative work of embedded researchers at each school and cross-school friendly observer/critical friend groups with the independent evaluator. Close collaboration with district and school staff will result in an evaluation study conducted *with*, not on, the schools and create mechanisms for timely and relevant feedback. This feedback will identify progress and specific areas for improvement, and serve as a basis for planning for continuous improvement (e.g., additional professional development). In addition to regular meetings for analysis and formative feedback, the project evaluator will write yearly reports to the schools and district summarizing implementation, impact, and strategies for further progress. The evaluator will complete a final report at the end of year five. The collaborative evaluation design will assist the schools and district to systematically and regularly study implementation and progress toward the major SLC goals.

V.B. Extent to which the independent evaluator is qualified to conduct the evaluation.

Dr. M. Bruce King, University of Wisconsin-Madison, will conduct the evaluation of MMSD's SLC initiative. Dr. King is a faculty member in the Department of Educational Leadership and Policy Analysis and a former researcher with the Wisconsin Center for Education Research (WCER). He has extensive experience in research and evaluation, and ongoing collaboration with schools. He served as the independent evaluator for Madison West High School's SLC project from 2003-2006 (Dr. King's letter of commitment is included in Appendix J and his CV appears in Appendix R). A half-time research assistant from the University of Wisconsin-Madison, as well as the school-based embedded researchers and critical friends group, will support the evaluation. MMSD's office of Research and Evaluation will provide assistance for survey development and administration and organization of student outcome data. The existing partnership between WCER and MMSD for "value-added research" and WCER's Evaluation Research Group will provide support and expertise for both qualitative and quantitative analyses of outcome goals and implementation strategies.

Budget Rationale

As the Budget Narrative shows, all project activities will receive ample support from the grant and matching sources. This includes the cost (63% of grant) of the staff who will manage project implementation: the TC-I Facilitators, the Instructional Resource Coaches, and the Communication and Technology Support staff (see Appendix Q). It includes the substantial time and expertise (17% of grant) needed to carry out the professional development plan. It supports the necessary conference travel of project staff (4% of grant) and other programs or equipment that will be essential to program success. Also, it includes an ample allocation (5% of grant) for the project evaluation.

Madison Metropolitan School District
SLC Grant Budget

Budget Category	Item	East Cost to SLC Grant						East Cost to Other Sources					
		Year 1	Year 2	Year 3	Year 4	Year 5	TOTAL	Year 1	Year 2	Year 3	Year 4	Year 5	TOTAL
Personnel	**Project Positions:**												
	Positions Supporting Structure for Technical Assistance and Professional Development Activities:						-						-
	Project Coordinator: Assistant Superintendent for Secondary Schools							3,247	3,388	3,535	3,688	3,848	17,706
	TC-1 Facilitator (1.0 FTE)	51,623	53,585	55,621	57,734	59,928	278,491		-	-			-
	Instructional Resource Coach (1.0 FTE)	51,623	53,585	55,621	57,734	59,928	278,491		-	-			-
	Minority Service Coordinator (.5 FTE)		-	-			-	25,811	26,792	27,810	28,867	29,964	139,245
	Communication and Technology Support (.25 FTE)	12,906	13,396	13,905	14,434	14,982	69,623		-	-			-
	Residence Hall Teacher (.2 FTE)												
	Restorative Justice Planner (.2 FTE)												
	Reading/Math Basic Skills Teacher (.2 FTE)												
	Class Size Reduction Support												
	Peer Mentoring (.2 FTE)												
	Positions Supporting Smaller Learning Communities Development: Divided equally across all schools		-	-			-		-	-			-
	Literacy Instructional Resource Teacher (1.0 FTE)		-	-			-	13,176	13,572	13,979	14,398	14,830	69,955
	Math Instructional Resource Teacher (1.0 FTE)							13,176	13,572	13,979	14,398	14,830	69,955
	TAG Resource Teacher (.25 FTE)							3,294	3,393	3,495	3,600	3,707	17,489
	Technology Support Teacher (.25 FTE)							3,294	3,393	3,495	3,600	3,707	17,489
	Technology Coordinator (.15 FTE)							1,976	2,036	2,097	2,160	2,224	10,493
	Literacy Coordinator (.10 FTE)							1,318	1,357	1,398	1,440	1,483	6,995
	Math Coordinator (.10 FTE)							1,318	1,357	1,398	1,440	1,483	6,995
	Director of Teaching and Learning (.05 FTE)							1,384	1,426	1,468	1,512	1,558	7,349
	Research Analyst (.25 FTE)							3,294	3,393	3,495	3,600	3,707	17,489
	Data Analyst (.25 FTE)							3,294	3,393	3,495	3,600	3,707	17,489
	Programming Analyst (.25 FTE)							3,294	3,393	3,495	3,600	3,707	17,489
	School Improvement Planning & Support (.4 FTE)							6,300	6,489	6,684	6,884	7,091	33,448
	Madison School Community Rec (MSCR) (.5 FTE)							6,227	6,414	6,606	6,804	7,008	33,059
	Clerical Support (.5 FTE)							5,005	5,155	5,310	5,469	5,633	26,574
	Professional Development School (.25 FTE)								-	-	-	-	-
	Principal (.1 FTE)							10,500	10,815	11,139	11,474	11,818	55,746
	District Innovation Team		-	-			-		-	-			-
	Extended Employment @$15.00/hr.						-						
	After School Programs												
	Student Groups	10,000	9,000	7,000	6,200	6,100	38,300						
	Student Government Projects								-	-			-
	Staff Professional Development												
	Consultation	4,000	4,000	3,500	3,500	2,500	17,500						
	District-wide trainings according to professional development plan areas	4,000	4,000	3,500	3,500	2,500	17,500						
	Innovation Teams	5,000	4,000	3,000	3,000	2,000	17,000						
	Substitutes @ $150/day		-	-			-		-	-			-
	Collaborative planning		-	-			-		-	-			-
	Coaching		-	-			-		-	-			-
	Training		-	-			-		-	-			-
	Team planning		-	-			-		-	-			-
	Departmental meetings		-	-			-		-	-			-
	PERSONNEL SUB-TOTAL	139,151	141,565	142,147	146,102	147,939	716,904	102,662	105,949	109,341	112,844	116,460	547,256

Madison Metropolitan School District
SLC Grant Budget

Budget Category	Item	East Cost to SLC Grant						East Cost to Other Sources					
		Year 1	Year 2	Year 3	Year 4	Year 5	TOTAL	Year 1	Year 2	Year 3	Year 4	Year 5	TOTAL
Fringe	Project Positions @ 33% fringe	38,330	39,787	41,298	42,868	44,497	206,779						
	Project Coordinator: Asst. Supt.							33,879	35,166	36,502	37,889	39,329	182,765
	and support positions for schools												
	Subsitutes @ 20% fringe		-	-			-		-	-			-
	Extended Employment Fringes for student programs	2,000	1,800	1,400	1,240	1,220	7,660						
	Professional Development Extended Employment @ 20% fringe	2,600	2,400	2,000	2,000	1,400	10,400		-	-			-
	FRINGE BENEFITS SUB-TOTAL	42,930	43,987	44,698	46,108	47,117	224,839	33,879	35,166	36,502	37,889	39,329	182,765
Travel	**Registration**		-	-			-		-	-			-
	Staff conferences for professional development and high school reform		-	-			-		-	-			-
	Air/ground transportation @$500/ticket		-	-			-		-	-			-
	National meetings of SLC Coordinators	1,125	1,125	1,125	1,125	1,125	5,625		-	-			-
	Lodging @ $200/night		-	-			-		-	-			-
	National meetings of SLC Coordinators	900	900	900	900	900	4,500		-	-			-
	Per diem @ $32		-	-			-		-	-			-
	National meetings of SLC Coordinators	216	216	216	216	216	1,080		-	-			-
	Student Late Bus Transportation												
	TRAVEL SUB-TOTAL	2,241	2,241	2,241	2,241	2,241	11,205	-	-	-	-	-	-
Equipment	PLATO ports and Math Lab upgrades		-	-			-		-	-			-
	Physical space upgrades		-	-			-		-	-			-
	Technical Upgrades (computers, printers, data projector, document cameras)	9,255	5,878	5,261	2,363	262	23,019		-	-			-
	EQUIPMENT SUB-TOTAL	9,255	5,878	5,261	2,363	262	23,019	-	-	-	-	-	-
Supplies			-	-			-		-	-			-
	SUPPLIES SUB-TOTAL	-	-	-			-	-	-	-			-
Contractual	**Project Evaluation:**		-	-			-		-	-			-
	Lead Evaluator: Dr. M. Bruce King (@ $1000/day 15 days)	15,000	15,000	15,000	15,000	15,000	75,000		-	-	-	-	-
	AVID Program	30,000	30,000	30,000	30,000	30,000	150,000						
	UW-Madison contractual support through MSCR In-kind Local		-	-			-	8,700	8,961	9,230	9,507	9,792	46,189
	UW-Madison contractual support through Professional Development In-kind Local												
	Individual Contractor: EXPLORE Testing	2,125	2,125	2,125	2,125	2,125	10,625		-	-			-
	CONTRACTUAL SUB-TOTAL	47,125	47,125	47,125	47,125	47,125	235,625	8,700	8,961	9,230	9,507	9,792	46,189
	Total Direct Costs	240,702	240,796	241,472	243,939	244,683	1,211,592	145,241	150,075	155,073	160,240	165,581	776,211
	Indirect Costs	7,630	7,633	7,655	7,733	7,756	38,407	4,604	4,757	4,916	5,080	5,249	24,606
	TOTAL COSTS	248,333	248,429	249,127	251,672	252,440	1,250,000	149,845	154,833	159,989	165,320	170,830	800,817

Madison Metropolitan School District
SLC Grant Budget

Budget Category	Item	Lafollette Cost to SLC Grant						Lafollette Cost to Other Sources					
		Year 1	Year 2	Year 3	Year 4	Year 5	TOTAL	Year 1	Year 2	Year 3	Year 4	Year 5	TOTAL
Personnel	**Project Positions:**												
	Positions Supporting Structure for Technical Assistance and Professional Development Activities:						-						-
	Project Coordinator: Assistant Superintendent for Secondary Schools						-	3,247	3,388	3,535	3,688	3,848	17,706
	TC-1 Facilitator (1.0 FTE)	51,623	53,585	55,621	57,734	59,928	278,491		-	-			-
	Instructional Resource Coach (1.0 FTE)	51,623	53,585	55,621	57,734	59,928	278,491		-	-			-
	Minority Service Coordinator (.5 FTE)		-	-			-	25,811	26,792	27,810	28,867	29,964	139,245
	Communication and Technology Support (.25 FTE)	12,906	13,396	13,905	14,434	14,982	69,623		-	-			-
	Residence Hall Teacher (.2 FTE)						-						
	Restorative Justice Planner (.2 FTE)						-						
	Reading/Math Basic Skills Teacher (.2 FTE)						-						
	Class Size Reduction Support	13,000	13,494	14,007	14,539	15,092	70,131						
	Peer Mentoring (.2 FTE)												
	Positions Supporting Smaller Learning Communities Development: Divided equally across all schools		-	-			-		-	-			-
	Literacy Instructional Resource Teacher (1.0 FTE)		-	-			-	13,176	13,572	13,979	14,398	14,830	69,955
	Math Instructional Resource Teacher (1.0 FTE)						-	13,176	13,572	13,979	14,398	14,830	69,955
	TAG Resource Teacher (.25 FTE)						-	3,294	3,393	3,495	3,600	3,707	17,489
	Technology Support Teacher (.25 FTE)						-	3,294	3,393	3,495	3,600	3,707	17,489
	Technology Coordinator (.15 FTE)						-	1,976	2,036	2,097	2,160	2,224	10,493
	Literacy Coordinator (.10 FTE)							1,318	1,357	1,398	1,440	1,483	6,995
	Math Coordinator (.10 FTE)							1,318	1,357	1,398	1,440	1,483	6,995
	Director of Teaching and Learning (.05 FTE)							1,384	1,426	1,468	1,512	1,558	7,349
	Research Analyst (.25 FTE)							3,294	3,393	3,495	3,600	3,707	17,489
	Data Analyst (.25 FTE)							3,294	3,393	3,495	3,600	3,707	17,489
	Programming Analyst (.25 FTE)							3,294	3,393	3,495	3,600	3,707	17,489
	School Improvement Planning & Support (.4 FTE)							6,300	6,489	6,684	6,884	7,091	33,448
	Madison School Community Rec (MSCR) (.5 FTE)							6,227	6,414	6,606	6,804	7,008	33,059
	Clerical Support (.5 FTE)							5,005	5,155	5,310	5,469	5,633	26,574
	Professional Development School (.25 FTE)								-	-	-	-	-
	Principal (.1 FTE)							10,500	10,815	11,139	11,474	11,818	55,746
	District Innovation Team		-	-			-		-	-			-
	Extended Employment @$15.00/hr.						-						
	After School Programs						-						
	Student Groups	8,000	8,000	8,000	8,000	8,000	40,000						
	Student Government Projects								-	-			-
	Staff Professional Development												
	Consultation	6,000	5,500	4,000	3,000	1,000	19,500						
	District-wide trainings according to professional development plan areas	6,000	5,500	4,000	3,000	1,000	19,500						
	Innovation Teams	6,000	5,500	4,000	3,000	1,000	19,500						
	Substitutes @ $150/day								-	-			-
	Collaborative planning	2,000	2,000	2,000	2,000	2,000	10,000		-	-			-
	Coaching	2,000	2,000	2,000	2,000	2,000	10,000		-	-			-
	Training	2,000	2,000	2,000	2,000	2,000	10,000		-	-			-
	Team planning	2,000	2,000	2,000	2,000	2,000	10,000		-	-			-
	Departmental meetings	2,000	2,000	2,000	2,000	2,000	10,000		-	-			-
	PERSONNEL SUB-TOTAL	165,151	168,559	169,153	171,441	170,930	845,235	102,662	105,949	109,341	112,844	116,460	547,256

Madison Metropolitan School District
SLC Grant Budget

Budget Category	Item	Lafollette Cost to SLC Grant						Lafollette Cost to Other Sources					
		Year 1	Year 2	Year 3	Year 4	Year 5	TOTAL	Year 1	Year 2	Year 3	Year 4	Year 5	TOTAL
Fringe	Project Positions @ 33% fringe	42,620	44,240	45,921	47,666	49,477	229,923						
	Project Coordinator: Asst. Supt.												
	and support positions for schools							33,879	35,166	36,502	37,889	39,329	182,765
	Subsitutes @ 20% fringe	2,000	2,000	2,000	2,000	2,000	10,000		-	-			-
	Extended Employment Fringes for student programs	1,600	1,600	1,600	1,600	1,600	8,000						
	Professional Development Extended Employment @ 20% fringe	3,600	3,300	2,400	1,800	600	11,700		-	-			-
	FRINGE BENEFITS SUB-TOTAL	49,820	51,140	51,921	53,066	53,677	259,623	33,879	35,166	36,502	37,889	39,329	182,765
Travel	**Registration**		-	-			-		-	-			-
	Staff conferences for professional development and high school reform		-	-			-		-	-			-
	Air/ground transportation @$500/ticket		-	-			-		-	-			-
	National meetings of SLC Coordinators	1,125	1,125	1,125	1,125	1,125	5,625		-	-			-
	Lodging @ $200/night		-	-			-		-	-			-
	National meetings of SLC Coordinators	900	900	900	900	900	4,500		-	-			-
	Per diem @ $32		-	-			-		-	-			-
	National meetings of SLC Coordinators	216	216	216	216	216	1,080		-	-			-
	Student Late Bus Transportation												
	TRAVEL SUB-TOTAL	2,241	2,241	2,241	2,241	2,241	11,205	-	-	-	-	-	-
Equipment	PLATO ports and Math Lab upgrades		-	-			-		-	-			-
	Physical space upgrades		-	-			-		-	-			-
	Technical Upgrades (computers, printers, data projector, document cameras)	9,904	-	-			9,904		-	-			-
	EQUIPMENT SUB-TOTAL	9,904	-	-	-	-	9,904	-	-	-	-	-	-
Supplies			-	-			-		-	-			-
	SUPPLIES SUB-TOTAL	-	-	-			-	-	-	-			-
Contractual	**Project Evaluation:**		-	-			-		-	-			-
	Lead Evaluator: Dr. M. Bruce King (@ $1000/day 15 days)	15,000	15,000	15,000	15,000	15,000	75,000						-
	AVID Program												
	UW-Madison contractual support through MSCR In-kind Local		-	-			-	8,700	8,961	9,230	9,507	9,792	46,189
	UW-Madison contractual support through Professional Development In-kind Local												
	Individual Contractor: EXPLORE Testing	2,125	2,125	2,125	2,125	2,125	10,625		-	-			-
	CONTRACTUAL SUB-TOTAL	17,125	17,125	17,125	17,125	17,125	85,625	8,700	8,961	9,230	9,507	9,792	46,189
Total Direct Costs		244,241	239,065	240,440	243,873	243,973	1,211,592	145,241	150,075	155,073	160,240	165,581	776,211
Indirect Costs		7,742	7,578	7,622	7,731	7,734	38,407	4,604	4,757	4,916	5,080	5,249	24,606
TOTAL COSTS		251,984	246,643	248,062	251,604	251,707	1,250,000	149,845	154,833	159,989	165,320	170,830	800,817

Madison Metropolitan School District
SLC Grant Budget

Budget Category	Item	Memorial Cost to SLC Grant					Memorial Cost to Other Sources					
		Year 2	Year 3	Year 4	Year 5	TOTAL	Year 1	Year 2	Year 3	Year 4	Year 5	TOTAL
Personnel	**Project Positions:**											
	Positions Supporting Structure for Technical Assistance and Professional Development Activities:					-						-
	Project Coordinator: Assistant Superintendent for Secondary Schools					-	3,247	3,388	3,535	3,688	3,848	17,706
	TC-1 Facilitator (1.0 FTE)	53,585	55,621	57,734	59,928	278,491		-	-			-
	Instructional Resource Coach (1.0 FTE)	53,585	55,621	57,734	59,928	278,491		-	-			-
	Minority Service Coordinator (.5 FTE)	-	-			-	25,811	26,792	27,810	28,867	29,964	139,245
	Communication and Technology Support (.25 FTE)	13,396	13,905	14,434	14,982	69,623		-	-			-
	Residence Hall Teacher (.2 FTE)					-						
	Restorative Justice Planner (.2 FTE)					-						
	Reading/Math Basic Skills Teacher (.2 FTE)					-						
	Class Size Reduction Support					-						
	Peer Mentoring (.2 FTE)	13,396	13,905	14,434	14,982	56,717						
	Positions Supporting Smaller Learning Communities Development: Divided equally across all schools	-	-			-		-	-			-
	Literacy Instructional Resource Teacher (1.0 FTE)	-	-			-	13,176	13,572	13,979	14,398	14,830	69,955
	Math Instructional Resource Teacher (1.0 FTE)					-	13,176	13,572	13,979	14,398	14,830	69,955
	TAG Resource Teacher (.25 FTE)					-	3,294	3,393	3,495	3,600	3,707	17,489
	Technology Support Teacher (.25 FTE)					-	3,294	3,393	3,495	3,600	3,707	17,489
	Technology Coordinator (.15 FTE)					-	1,976	2,036	2,097	2,160	2,224	10,493
	Literacy Coordinator (.10 FTE)						1,318	1,357	1,398	1,440	1,483	6,995
	Math Coordinator (.10 FTE)						1,318	1,357	1,398	1,440	1,483	6,995
	Director of Teaching and Learning (.05 FTE)						1,384	1,426	1,468	1,512	1,558	7,349
	Research Analyst (.25 FTE)						3,294	3,393	3,495	3,600	3,707	17,489
	Data Analyst (.25 FTE)						3,294	3,393	3,495	3,600	3,707	17,489
	Programming Analyst (.25 FTE)						3,294	3,393	3,495	3,600	3,707	17,489
	School Improvement Planning & Support (.4 FTE)						6,300	6,489	6,684	6,884	7,091	33,448
	Madison School Community Rec (MSCR) (.5 FTE)						6,227	6,414	6,606	6,804	7,008	33,059
	Clerical Support (.5 FTE)						5,005	5,155	5,310	5,469	5,633	26,574
	Professional Development School (.25 FTE)						3,294	3,393	3,495	3,600	3,707	17,489
	Principal (.1 FTE)						10,500	10,815	11,139	11,474	11,818	55,746
	District Innovation Team	-	-			-		-	-			-
	Extended Employment @$15.00/hr.					-						
	After School Programs	12,500	12,500	12,500	12,500	62,500						
	Student Groups											
	Student Government Projects	5,000	5,000	5,000	5,000	25,000						
	Staff Professional Development	-	-			-		-	-			-
	Consultation	7,000	7,000	6,000	6,000	33,000						
	District-wide trainings according to professional development plan areas	6,500	6,500	6,000	6,000	31,500						
	Innovation Teams	6,500	6,500	6,000	6,000	31,500						
	Substitutes @ $150/day							-	-		-	-
	Collaborative planning	1,600	1,000	1,000	1,000	9,600		-	-			-
	Coaching	1,600	1,000	1,000	1,000	9,600		-	-			-
	Training	1,600	1,000	1,000	1,000	9,600		-	-			-
	Team planning	1,600	1,000	1,000	1,000	9,600		-	-			-
	Departmental meetings	1,600	1,000	1,000	1,000	9,600		-	-			-
	PERSONNEL SUB-TOTAL	179,461	181,552	184,836	190,321	914,821	105,956	109,341	112,836	116,444	120,168	564,745

Madison Metropolitan School District
SLC Grant Budget

Budget Category	Item	Memorial Cost to SLC Grant					Memorial Cost to Other Sources					
		Year 2	Year 3	Year 4	Year 5	TOTAL	Year 1	Year 2	Year 3	Year 4	Year 5	TOTAL
Fringe	Project Positions @ 33% fringe	45,145	52,422	60,188	68,468	264,553						
	Project Coordinator: Asst. Supt.											
	and support positions for schools						34,966	36,294	37,673	39,105	40,591	188,629
	Subsitutes @ 20% fringe	1,600	1,000	1,000	1,000	9,600		-	-			-
	Extended Employment Fringes for student programs	3,500	3,500	3,500	3,500	17,500						
	Professional Development Extended Employment @ 20% fringe	4,000	4,000	3,600	3,600	19,200		-	-			-
	FRINGE BENEFITS SUB-TOTAL	54,245	60,922	68,288	76,568	310,853	34,966	36,294	37,673	39,105	40,591	188,629
Travel	**Registration**	-	-			-		-	-			-
	Staff conferences for professional development and high school reform	15,000	10,000	7,000	4,032	61,032		-	-			-
	Air/ground transportation @$500/ticket	-	-			-		-	-			-
	National meetings of SLC Coordinators	1,125	1,125	1,125	1,125	5,625						-
	Lodging @ $200/night	-	-			-						-
	National meetings of SLC Coordinators	900	900	900	900	4,500						-
	Per diem @ $32	-	-			-		-	-			-
	National meetings of SLC Coordinators	216	216	216	216	1,080	-	-	-	-	-	-
	Student Late Bus Transportation	11,000	12,000	13,000	14,000	60,000						
	TRAVEL SUB-TOTAL	28,241	24,241	22,241	20,273	132,237	-	-	-	-	-	-
Equipment	PLATO ports and Math Lab upgrades	-	-			-		-	-			-
	Physical space upgrades	-	-			-		-	-			-
	Technical Upgrades (computers, printers, data projector, document cameras)	-	-			6,000		-	-			-
	EQUIPMENT SUB-TOTAL	-	-	-	-	6,000	-	-	-	-	-	-
Supplies		-	-			-		-	-			-
	SUPPLIES SUB-TOTAL	-	-			-	-	-	-			-
Contractual	**Project Evaluation:**	-	-			-		-	-			-
	Lead Evaluator: Dr. M. Bruce King (@ $1000/day 15 days)	15,000	15,000	15,000	15,000	75,000		-	-			-
	AVID Program											
	UW-Madison contractual support through MSCR In-kind Local	-	-			-	8,700	8,961	9,230	9,507	9,792	46,189
	UW-Madison contractual support through Professional Development In-kind Local						4,600	4,738	4,880	5,027	5,177	24,422
	Individual Contractor: EXPLORE Testing	3,000	3,000	3,000	3,000	15,000		-	-			-
	CONTRACTUAL SUB-TOTAL	18,000	18,000	18,000	18,000	90,000	13,300	13,699	14,110	14,533	14,969	70,612
Total Direct Costs		279,947	284,715	293,365	305,162	1,453,911	154,222	159,335	164,619	170,082	175,728	823,986
Indirect Costs		8,874	9,025	9,300	9,674	46,089	4,889	5,051	5,218	5,392	5,571	26,120
TOTAL COSTS		288,821	293,741	302,665	314,835	1,500,000	159,111	164,386	169,838	175,473	181,299	850,106

Madison Metropolitan School District
SLC Grant Budget

Budget Category	Item	West Cost to SLC Grant				West Cost to Other Sources					
		Year 3	Year 4	Year 5	TOTAL	Year 1	Year 2	Year 3	Year 4	Year 5	TOTAL
Personnel	**Project Positions:**										
	Positions Supporting Structure for Technical Assistance and Professional Development Activities:				-						-
	Project Coordinator: Assistant Superintendent for Secondary Schools				-	3,247	3,388	3,535	3,688	3,848	17,706
	TC-1 Facilitator (1.0 FTE)	55,621	57,734	59,928	278,491		-	-			-
	Instructional Resource Coach (1.0 FTE)	55,621	57,734	59,928	278,491		-	-			-
	Minority Service Coordinator (.5 FTE)	-			-	25,811	26,792	27,810	28,867	29,964	139,245
	Communication and Technology Support (.25 FTE)	13,905	14,434	14,982	69,623		-	-			-
	Residence Hall Teacher (.2 FTE)	11,124	11,547	11,986	55,698						
	Restorative Justice Planner (.2 FTE)	11,124	11,547	11,986	45,374						
	Reading/Math Basic Skills Teacher (.2 FTE)	11,124	11,547	11,985	34,656						
	Class Size Reduction Support	2,157	2,239	2,324	10,801						
	Peer Mentoring (.2 FTE)										
	Positions Supporting Smaller Learning Communities Development: Divided equally across all schools	-			-		-	-			-
	Literacy Instructional Resource Teacher (1.0 FTE)	-			-	13,176	13,572	13,979	14,398	14,830	69,955
	Math Instructional Resource Teacher (1.0 FTE)				-	13,176	13,572	13,979	14,398	14,830	69,955
	TAG Resource Teacher (.25 FTE)				-	3,294	3,393	3,495	3,600	3,707	17,489
	Technology Support Teacher (.25 FTE)				-	3,294	3,393	3,495	3,600	3,707	17,489
	Technology Coordinator (.15 FTE)				-	1,976	2,036	2,097	2,160	2,224	10,493
	Literacy Coordinator (.10 FTE)					1,318	1,357	1,398	1,440	1,483	6,995
	Math Coordinator (.10 FTE)					1,318	1,357	1,398	1,440	1,483	6,995
	Director of Teaching and Learning (.05 FTE)					1,384	1,426	1,468	1,512	1,558	7,349
	Research Analyst (.25 FTE)					3,294	3,393	3,495	3,600	3,707	17,489
	Data Analyst (.25 FTE)					3,294	3,393	3,495	3,600	3,707	17,489
	Programming Analyst (.25 FTE)					3,294	3,393	3,495	3,600	3,707	17,489
	School Improvement Planning & Support (.4 FTE)					6,300	6,489	6,684	6,884	7,091	33,448
	Madison School Community Rec (MSCR) (.5 FTE)					6,227	6,414	6,606	6,804	7,008	33,059
	Clerical Support (.5 FTE)					5,005	5,155	5,310	5,469	5,633	26,574
	Professional Development School (.25 FTE)					3,294	3,393	3,495	3,600	3,707	17,489
	Principal (.1 FTE)					10,500	10,815	11,139	11,474	11,818	55,746
	District Innovation Team	-			-		-	-			-
	Extended Employment @$15.00/hr.										
	After School Programs										
	Student Groups										
	Student Government Projects										
	Staff Professional Development						-	-			-
	Consultation	6,900	6,800	6,000	34,900						
	District-wide trainings according to professional development plan areas	6,900	6,800	6,000	34,900						
	Innovation Teams	6,900	6,800	6,000	34,900						
	Substitutes @ $150/day						-	-			-
	Collaborative planning	3,000	2,000	2,000	17,000		-	-			-
	Coaching	3,000	2,000	2,000	17,000		-	-			-
	Training	3,000	2,000	2,000	17,000		-	-			-
	Team planning	3,000	2,000	2,000	17,000		-	-			-
	Departmental meetings	3,000	2,000	2,000	17,000		-	-			-
	PERSONNEL SUB-TOTAL	196,376	197,182	201,120	962,833	105,956	109,341	112,836	116,444	120,168	564,745

Madison Metropolitan School District
SLC Grant Budget

Budget Category	Item	West Cost to SLC Grant				West Cost to Other Sources					
		Year 3	Year 4	Year 5	TOTAL	Year 1	Year 2	Year 3	Year 4	Year 5	TOTAL
Fringe	Project Positions @ 33% fringe	63,408	65,815	68,318	296,078						
	Project Coordinator: Asst. Supt. and support positions for schools					34,966	36,294	37,673	39,105	40,591	188,629
	Subsitutes @ 20% fringe	3,000	2,000	2,000	17,000		-	-			-
	Extended Employment Fringes for student programs										
	Professional Development Extended Employment @ 20% fringe	4,140	4,080	3,600	20,940		-	-			-
	FRINGE BENEFITS SUB-TOTAL	70,548	71,895	73,918	334,018	34,966	36,294	37,673	39,105	40,591	188,629
Travel	**Registration**	-			-		-	-			-
	Staff conferences for professional development and high school reform	8,000	5,000	1,000	32,000		-	-			-
	Air/ground transportation @$500/ticket	-			-		-	-			-
	National meetings of SLC Coordinators	1,125	1,125	1,125	5,625						-
	Lodging @ $200/night	-			-						-
	National meetings of SLC Coordinators	900	900	900	4,500						-
	Per diem @ $32	-			-		-	-			-
	National meetings of SLC Coordinators	216	216	216	1,080	-	-	-	-	-	-
	Student Late Bus Transportation										
	TRAVEL SUB-TOTAL	10,241	7,241	3,241	43,205	-	-	-	-	-	-
Equipment	PLATO ports and Math Lab upgrades	2,000	2,000	1,500	14,500		-	-			-
	Physical space upgrades				9,355		-	-			-
	Technical Upgrades (computers, printers, data projector, document cameras)	-			-		-	-			-
	EQUIPMENT SUB-TOTAL	2,000	2,000	1,500	23,855	-	-	-	-	-	-
Supplies		-			-		-	-			-
	SUPPLIES SUB-TOTAL	-			-	-	-	-			-
Contractual	**Project Evaluation:**	-			-		-	-			-
	Lead Evaluator: Dr. M. Bruce King (@ $1000/day 15 days)	15,000	15,000	15,000	75,000		-	-			-
	AVID Program										
	UW-Madison contractual support through MSCR In-kind Local	-			-	8,700	8,961	9,230	9,507	9,792	46,189
	UW-Madison contractual support through Professional Development In-kind Local					4,600	4,738	4,880	5,027	5,177	24,422
	Individual Contractor: EXPLORE Testing	3,000	3,000	3,000	15,000		-	-			-
	CONTRACTUAL SUB-TOTAL	18,000	18,000	18,000	90,000	13,300	13,699	14,110	14,533	14,969	70,612
	Total Direct Costs	297,165	296,318	297,779	1,453,911	154,222	159,335	164,619	170,082	175,728	823,986
	Indirect Costs	9,420	9,393	9,440	46,089	4,889	5,051	5,218	5,392	5,571	26,120
	TOTAL COSTS	306,585	305,711	307,218	1,500,000	159,111	164,386	169,838	175,473	181,299	850,106

Madison Metropolitan School District
SLC Grant Budget

Budget Category	Item	Cost to SLC Grant						Cost to Other Sources						TOTAL COST
		Year 1	Year 2	Year 3	Year 4	Year 5	TOTAL	Year 1	Year 2	Year 3	Year 4	Year 5	TOTAL	
Personnel	**Project Positions:**													
	Positions Supporting Structure for Technical Assistance and Professional Development Activities:	-	-	-	-	-	-	-	-	-	-	-	-	-
	Project Coordinator: Assistant Superintendent for Secondary Schools						-	12,990	13,552	14,139	14,751	15,390	70,823	70,823
	TC-1 Facilitator (1.0 FTE)	206,491	214,338	222,483	230,937	239,713	1,113,963	-	-	-	-	-	-	1,113,963
	Instructional Resource Coach (1.0 FTE)	206,491	214,338	222,483	230,937	239,713	1,113,963	-	-	-	-	-	-	1,113,963
	Minority Service Coordinator (.5 FTE)	-	-	-	-	-	-	103,246	107,169	111,241	115,469	119,856	556,981	556,981
	Communication and Technology Support (.25 FTE)	51,623	53,585	55,621	57,734	59,928	278,491	-	-	-			-	278,491
	Residence Hall Teacher (.2 FTE)	10,325	10,717	11,124	11,547	11,986	55,698							55,698
	Restorative Justice Planner (.2 FTE)	-	10,717	11,124	11,547	11,986	45,374							45,374
	Reading/Math Basic Skills Teacher (.2 FTE)	-	-	11,124	11,547	11,985	34,656							34,656
	Class Size Reduction Support	15,002	15,572	16,164	16,778	17,416	80,932							80,932
	Peer Mentoring (.2 FTE)	-	13,396	13,905	14,434	14,982	56,717							56,717
	Positions Supporting Smaller Learning Communities Development: Divided equally across all schools	-	-	-	-	-	-	-	-	-			-	-
	Literacy Instructional Resource Teacher (1.0 FTE)	-	-	-	-	-	-	52,705	54,286	55,915	57,592	59,320	279,818	279,818
	Math Instructional Resource Teacher (1.0 FTE)	-	-	-	-	-	-	52,705	54,286	55,915	57,592	59,320	279,818	279,818
	TAG Resource Teacher (.25 FTE)	-	-	-	-	-	-	13,176	13,572	13,979	14,398	14,830	69,955	69,955
	Technology Support Teacher (.25 FTE)	-	-	-	-	-	-	13,176	13,572	13,979	14,398	14,830	69,955	69,955
	Technology Coordinator (.15 FTE)	-	-	-	-	-	-	7,906	8,143	8,387	8,639	8,898	41,973	41,973
	Literacy Coordinator (.10 FTE)							5,271	5,429	5,591	5,759	5,932	27,982	27,982
	Math Coordinator (.10 FTE)							5,271	5,429	5,591	5,759	5,932	27,982	27,982
	Director of Teaching and Learning (.05 FTE)							5,537	5,703	5,874	6,050	6,231	29,394	29,394
	Research Analyst (.25 FTE)							13,176	13,572	13,979	14,398	14,830	69,955	69,955
	Data Analyst (.25 FTE)							13,176	13,572	13,979	14,398	14,830	69,955	69,955
	Programming Analyst (.25 FTE)							13,176	13,572	13,979	14,398	14,830	69,955	69,955
	School Improvement Planning & Support (.4 FTE)							25,200	25,956	26,735	27,537	28,363	133,790	133,790
	Madison School Community Rec (MSCR) (.5 FTE)							24,908	25,655	26,424	27,217	28,034	132,237	132,237
	Clerical Support (.5 FTE)							20,021	20,622	21,240	21,877	22,534	106,294	106,294
	Professional Development School (.25 FTE)							6,588	6,786	6,989	7,199	7,415	34,977	34,977
	Principal (.1 FTE)							42,000	43,260	44,558	45,895	47,271	222,984	222,984
	District Innovation Team	-	-	-	-	-	-	-	-	-			-	-
	Extended Employment @$15.00/hr.	-	-	-	-	-	-							-
	After School Programs	12,500	12,500	12,500	12,500	12,500	62,500							62,500
	Student Groups	18,000	17,000	15,000	14,200	14,100	78,300							78,300
	Student Government Projects	5,000	5,000	5,000	5,000	5,000	25,000							25,000
	Staff Professional Development	-	-	-	-	-	-	-	-	-			-	-
	Consultation	25,300	23,400	21,400	19,300	15,500	104,900							104,900
	District-wide trainings according to professiona development plan areas	24,800	22,900	20,900	19,300	15,500	103,400							103,400
	Innovation Teams	25,800	22,900	20,400	18,800	15,000	102,900							102,900
	Substitutes @ $150/day	-	-	-	-	-	-	-	-	-			-	-
	Collaborative planning	12,000	8,600	6,000	5,000	5,000	36,600	-	-	-			-	36,600
	Coaching	12,000	8,600	6,000	5,000	5,000	36,600	-	-	-			-	36,600
	Training	12,000	8,600	6,000	5,000	5,000	36,600	-	-	-			-	36,600
	Team planning	12,000	8,600	6,000	5,000	5,000	36,600	-	-	-			-	36,600
	Departmental meetings	12,000	8,600	6,000	5,000	5,000	36,600	-	-	-			-	36,600
	PERSONNEL SUB-TOTAL	661,332	679,363	689,228	699,562	710,309	3,439,794	417,237	430,580	444,355	458,576	473,256	2,224,003	5,663,797

Madison Metropolitan School District
SLC Grant Budget

Budget Category	Item	Cost to SLC Grant						Cost to Other Sources						TOTAL COST
		Year 1	Year 2	Year 3	Year 4	Year 5	TOTAL	Year 1	Year 2	Year 3	Year 4	Year 5	TOTAL	
Fringe	Project Positions @ 33% fringe	161,017	185,971	203,049	216,537	230,760	997,333							997,333
	Project Coordinator: Asst. Supt.													-
	and support positions for schools							68,844	71,460	74,176	76,994	79,920	371,394	371,394
	Subsitutes @ 20% fringe	12,000	8,600	6,000	5,000	5,000	36,600	-	-	-			-	36,600
	Extended Employment Fringes for student programs	7,100	6,900	6,500	6,340	6,320	33,160							33,160
	Professional Development Extended Employment @ 20% fringe	15,180	13,840	12,540	11,480	9,200	62,240	-	-	-			-	62,240
	FRINGE BENEFITS SUB-TOTAL	195,297	215,311	228,089	239,357	251,280	1,129,333	68,844	71,460	74,176	76,994	79,920	371,394	1,500,727
Travel	**Registration**	-	-	-	-	-	-	-	-	-			-	
	Staff conferences for professional development and high school reform	35,000	23,000	18,000	12,000	5,032	93,032	-	-	-			-	93,032
	Air/ground transportation @$500/ticket	-	-	-	-	-	-	-	-	-			-	-
	National meetings of SLC Coordinators	4,500	4,500	4,500	4,500	4,500	22,500						-	22,500
	Lodging @ $200/night	-	-	-	-	-	-						-	-
	National meetings of SLC Coordinators	3,600	3,600	3,600	3,600	3,600	18,000						-	18,000
	Per diem @ $32	-	-	-	-	-	-	-	-	-			-	-
	National meetings of SLC Coordinators	864	864	864	864	864	4,320	-	-	-			-	4,320
	Student Late Bus Transportation	10,000	11,000	12,000	13,000	14,000	60,000							60,000
	TRAVEL SUB-TOTAL	53,964	42,964	38,964	33,964	27,996	197,852	-	-	-	-	-	-	197,852
Equipment	PLATO ports and Math Lab upgrades	7,000	2,000	2,000	2,000	1,500	14,500	-	-	-			-	14,500
	Physical space upgrades	7,000	2,355	-	-	-	9,355	-	-	-			-	9,355
	Technical Upgrades (computers, printers, data projector, document cameras)	25,159	5,878	5,261	2,363	262	38,923	-	-	-			-	38,923
	EQUIPMENT SUB-TOTAL	39,159	10,233	7,261	4,363	1,762	62,778	-	-	-	-	-	-	62,778
Supplies		-	-	-	-	-	-	-	-	-			-	-
	SUPPLIES SUB-TOTAL	-	-	-			-	-	-	-			-	-
Contractual	**Project Evaluation:**	-	-	-	-	-	-	-	-	-			-	
	Lead Evaluator: Dr. M. Bruce King (@ $1000/day 15 days)	60,000	60,000	60,000	60,000	60,000	300,000	-	-	-			-	300,000
	AVID Program	30,000	30,000	30,000	30,000	30,000	150,000							150,000
	UW-Madison contractual support through MSCR In-kind Local	-	-	-	-	-	-	34,800	35,844	36,919	38,027	39,168	184,758	184,758
	UW-Madison contractual support through Professional Development In-kind Local							9,200	9,476	9,760	10,053	10,355	48,844	48,844
	Individual Contractor: EXPLORE Testing	10,250	10,250	10,250	10,250	10,250	51,250	-	-	-			-	51,250
	CONTRACTUAL SUB-TOTAL	100,250	100,250	100,250	100,250	100,250	501,250	44,000	45,320	46,680	48,080	49,522	233,602	734,852
Total Direct Costs		1,050,002	1,048,120	1,063,792	1,077,495	1,091,597	5,331,008	530,081	547,360	565,210	583,650	602,699	2,828,999	8,160,006
Indirect Costs		**33,285**	**33,225**	**33,722**	**34,157**	**34,603**	**168,992**	16,804	17,351	17,917	18,502	19,106	89,680	258,672
TOTAL COSTS		1,083,288	1,081,346	1,097,514	1,111,652	1,126,199	5,500,000	546,885	564,711	583,127	602,152	621,805	2,918,679	8,418,679

COMPETITIVE PREFERENCE PRIORITY STATEMENT

As part of its annual "school report card" process, Wisconsin's state education agency (SEA), the Department of Public Instruction (DPI) provides a report to each school district that has one or more schools that have not made adequate yearly progress (AYP) under NCLB or that are schools identified for improvement (SIFI). The most recent of these reports, dated 5/11/07, covers the 2006-07 school year and is one of the required files that we have uploaded to the Grants.gov "Other Attachments" page.

The 5/11/07 report from DPI notes that three of the high schools included in this SLC grant proposal are SIFI schools. These are:

- East High School;
- La Follette High School; and
- Memorial High School.

DPI's 5/11/07 report also notes that West High (the fourth school included in this SLC proposal) did not make AYP in Reading for the first time.

A QUALITY EDUCATION FOR EVERY CHILD

New Wisconsin Promise

State of Wisconsin Department of Public Instruction

Elizabeth Burmaster, State Superintendent

May 11, 2007

Art Rainwater, District Administrator
Madison Metropolitan Sch Dist
545 W Dayton St
Madison WI 53703-1967

Dear Mr. Rainwater:

The federal No Child Left Behind (NCLB) Act requires that districts and schools make adequate yearly progress (AYP) toward state-established benchmarks in four objective areas: test participation, reading proficiency, math proficiency, and either attendance or graduation.

This letter is to inform you that your district, or one or more of your schools, has either not met one or more of the criteria, is identified for improvement by having missed the criteria in the same objective(s) for two or more consecutive years, or is now removed from being identified for improvement status. In addition, we are notifying you if your district and/or one or more of your schools that missed AYP in 2005-06 has met AYP for 2006-07, and is still in satisfactory status.

The enclosed *Preliminary Annual Review of Performance: 2006-07 Report(s)* are color coded according to the following:

- **YELLOW: Schools and/or districts that have not met AYP in one or more objectives for the first time**

  Yellow reports are those schools or districts that have not met specific AYP criteria for 2006-07. The school or district is considered as performing satisfactorily at this time and must miss the same objective for two years in a row to be identified for improvement.

- **PINK: Schools and/or districts identified for improvement**

  Pink reports are schools or districts that are identified for improvement because they have not met AYP in the same objective for two or more consecutive years. The pink reports also include schools or districts identified for improvement in 2005-06 that have met AYP in 2006-07. They continue to be identified for improvement until they make AYP for two consecutive years in the same objective that put them into improvement status. Schools or districts receiving this designation that receive Title I funds are subject to sanctions under NCLB. For a complete list of sanctions go to <http://dpi.wi.gov/esea/doc/sanctions-schools.doc> or <http://dpi.wi.gov/esea/doc/sanctions-districts.doc>.

- **GREEN: Schools and/or districts removed from improvement status**

  Green reports indicate schools or districts previously identified for improvement that have met AYP for two consecutive years in the same objective that put them into improvement status. These schools and/or districts are considered in satisfactory status. If the school and/or district receives Title I funds, it is no longer subject to sanctions.

- **BLUE: Schools and/or districts that missed AYP in 2005-06 and have now met AYP for 2006-07**

  Blue reports indicate schools or districts that missed AYP in 2005-06, and have now met those objectives in 2006-07. These schools and/or districts are still considered in satisfactory status.

Mailing Address: P.O. Box 7841, Madison, WI 53707-7841 • **Street Address:** 125 South Webster Street, Madison, WI 53703
Telephone: (608) 266-3390 • **Toll Free:** (800) 441-4563 • **FAX:** (608) 267-1052 • **TDD:** (608) 267-2427 • **Internet Address:** dpi.wi.gov

All other entities not receiving a report at this time have met AYP requirements for 2006-07. The AYP reports for all other schools and districts are not included with this mailing. You may access the complete set of *Annual Review of School/District Performance* reports electronically by July 1. The reports will be available at the Online Reporting System (ORS) website, <http://wsasors.turnleaf.com> (see AYP PDF Reports). To access your reports, use the password assigned to your District Assessment Coordinator (DAC).

The enclosed reports provide a preliminary designation. You may request reconsideration if you have evidence of data errors that would result in changes to the AYP status. To assist you with this decision, we have included information about the documentation required to verify data errors. **Any request for reconsideration, along with complete documentation, must be received at DPI by 4 p.m. on June 29, 2007.** Schools and/or districts requesting reconsideration will be notified of their final improvement status on or before August 1, 2007.

If you have questions or would like assistance interpreting the review form, please contact one of the following:

Susan Ketchum, Accountability Consultant
Office of Educational Accountability
608-267-0425
Fax 608-266-8770
susan.ketchum@dpi.state.wi.us

Phil Cranley, Assessment Consultant
Office of Educational Accountability
608-266-9798
Fax 608-266-8770
philip.cranley@dpi.state.wi.us

Phil Olsen, Assistant Director
Office of Educational Accountability
608-266-8779
Fax 608-266-8770
philip.olsen@dpi.state.wi.us

Lynette Russell, Director
Office of Educational Accountability
608-267-1072
Fax 608-266-8770
lynette.russell@dpi.state.wi.us

This preliminary AYP information is embargoed until **June 12, 2007,** when it will be released to the media and posted on the DPI website at <http://www2.dpi.state.wi.us/sifi/default.asp>. **Do not release AYP information until that date.** Please read all enclosed documents carefully in anticipation of questions.

Please contact the Office of Educational Accountability if you wish further assistance.

Sincerely,

Anthony Evers
Deputy State Superintendent

AE:dms
Enclosures

c: Principal
District Assessment Coordinator

PRELIMINARY ANNUAL REVIEW OF SCHOOL PERFORMANCE: 2006-07

District: 3269 **Madison Metropolitan** *Tested Grades:* 10

School: 0840 **West Hi** *School Enrollment:* 2,029

Adequate Yearly Progress - School Review Summary

	2004-05		2005-06		2006-07	
	AYP	Status	AYP	Status	AYP	Status
Test Participation	Yes	Satisfactory	No	Satisfactory	Yes	Satisfactory
Other Academic Indicator	Yes	Satisfactory	Yes	Satisfactory	Yes	Satisfactory
Reading	Yes	Satisfactory	Yes	Satisfactory	No	Satisfactory
Mathematics	Yes	Satisfactory	Yes	Satisfactory	Yes	Satisfactory
Met Adequate Yearly Progress?	Yes		No		No	
SCHOOL Status:	Satisfactory		Satisfactory		Satisfactory	
					Not Title I	

TEST PARTICIPATION

Objective 95%

	Current Year		Two-Year		AYP
	Enrolled	Tested	Enrolled	Tested	
All Students	478	99%	1,037	97%	Yes
American Indian/Alaska Native	5				
Asian/Pacific Islander	56	100%	127	98%	Yes
Black, not of Hispanic Origin	50	96%	146	92%	Yes
Hispanic	51	100%	110	96%	Yes
White, not of Hispanic Origin	318	99%	649	98%	Yes
English Language Learners	73	100%	155	99%	Yes
Students with Disabilities	66	97%	149	95%	Yes
Economically Disadvantaged	118	98%	269	96%	Yes
Met Test Participation Objective?					Yes

OTHER ACADEMIC INDICATOR

Objective	Local Current	Growth	AYP
Graduation 80%	90%		Yes
Met Other Indicator Objective?			Yes

Key

CI: Confidence Interval

Enrolled: The total students enrolled in tested grades.

FAY-T: Number of Full Academic Year students tested.

Index: Proficiency Index

N/A: Insufficient data for reliable determination.

SH: Safe Harbor

READING

Objective 67.5%

	Current Year		Two-Year		Safe Harbor *Step 1* Not Proficient/Index		Safe Harbor *Step 2*		AYP
	FAY-T	Index	FAY-T	Index	Prior Yr	*Reduced*	WI State Criteria	*Local Current*	
All Students	436	86%	913	87%					Yes
American Indian/Alaska Native	4								
Asian/Pacific Islander	51	79%	112	81%					Yes
Black, not of Hispanic Origin	37								
Hispanic	45	54%	86	65%					Yes-CI
White, not of Hispanic Origin	299	94%	605	95%					Yes
English Language Learners	62	49%	120	56%					Yes-CI
Students with Disabilities	58	62%	131	59%					Yes-CI
Economically Disadvantaged	97	52%	209	58%	36%	-26%	21%	40%	No
Met Reading Objective?									No

MATHEMATICS

Objective 47.5%

	Current Year		Two-Year		Safe Harbor *Step 1* Not Proficient/Index		Safe Harbor *Step 2*		AYP
	FAY-T	Index	FAY-T	Index	Prior Yr	*Reduced*	WI State Criteria	*Local Current*	
All Students	439	85%	914	86%					Yes
American Indian/Alaska Native	4								
Asian/Pacific Islander	52	88%	112	87%					Yes
Black, not of Hispanic Origin	38								
Hispanic	45	50%	85	61%					Yes
White, not of Hispanic Origin	300	94%	606	95%					Yes
English Language Learners	63	60%	119	66%					Yes
Students with Disabilities	61	47%	134	46%					Yes-CI
Economically Disadvantaged	100	53%	210	54%					Yes
Met Mathematics Objective?									Yes

PRELIMINARY ANNUAL REVIEW OF SCHOOL PERFORMANCE: 2006-07

District: 3269 **Madison Metropolitan** *Tested Grades:* 10

School: 0150 **East Hi** *School Enrollment:* 1,834

Adequate Yearly Progress - School Review Summary

	2004-05		2005-06		2006-07	
	AYP	Status	AYP	Status	AYP	Status
Test Participation	No	Level 2	No	Level 3	Yes	Level 3 Improved
Other Academic Indicator	Yes	Satisfactory	No	Satisfactory	Yes	Satisfactory
Reading	Yes	Satisfactory	No	Satisfactory	No	Level 1
Mathematics	No	Level 1	Yes	Level 1 Improved	No	Level 2
Met Adequate Yearly Progress?	No		No		**No**	
SCHOOL Status:	Level 2		Level 3		**Level 3 Improved**	
					Not Title I	

TEST PARTICIPATION

Objective 95%

	Current Year		Two-Year		
	Enrolled	Tested	Enrolled	Tested	AYP
All Students	444	96%	948	95%	Yes
American Indian/Alaska Native	1				
Asian/Pacific Islander	49	96%	112	98%	Yes
Black, not of Hispanic Origin	111	95%	225	90%	Yes
Hispanic	45	96%	89	96%	Yes
White, not of Hispanic Origin	238	98%	519	97%	Yes
English Language Learners	80	96%	170	97%	Yes
Students with Disabilities	88	95%	207	89%	Yes
Economically Disadvantaged	204	96%	425	94%	Yes
Met Test Participation Objective?					Yes

OTHER ACADEMIC INDICATOR

Objective	Local Current	Growth	AYP
Graduation 80%	81%		Yes
Met Other Indicator Objective?			**Yes**

Key

CI: Confidence Interval

Enrolled: The total students enrolled in tested grades.

FAY-T: Number of Full Academic Year students tested.

Index: Proficiency Index

N/A: Insufficient data for reliable determination.

SH: Safe Harbor

READING

Objective 67.5%

	Current Year		Two-Year		Safe Harbor *Step 1* Not Proficient/Index		Safe Harbor *Step 2*		
	FAY-T	Index	FAY-T	Index	Prior Yr	*Reduced*	WI State Criteria	*Local Current*	AYP
All Students	377	72%	796	74%					Yes
American Indian/Alaska Native	1								
Asian/Pacific Islander	45	60%	93	54%					Yes-CI
Black, not of Hispanic Origin	78	56%	159	57%					Yes-CI
Hispanic	32								
White, not of Hispanic Origin	221	86%	474	88%					Yes
English Language Learners	67	41%	132	46%	49%	-2%	2%	35%	No
Students with Disabilities	70	35%	162	39%	58%	-9%	10%	24%	No
Economically Disadvantaged	156	50%	318	52%	45%	-7%	21%	35%	No
Met Reading Objective?									**No**

MATHEMATICS

Objective 47.5%

	Current Year		Two-Year		Safe Harbor *Step 1* Not Proficient/Index		Safe Harbor *Step 2*		
	FAY-T	Index	FAY-T	Index	Prior Yr	*Reduced*	WI State Criteria	*Local Current*	AYP
All Students	374	72%	794	73%					Yes
American Indian/Alaska Native	1								
Asian/Pacific Islander	44	56%	93	63%					Yes
Black, not of Hispanic Origin	76	44%	157	45%					Yes-CI
Hispanic	32								
White, not of Hispanic Origin	221	88%	475	87%					Yes
English Language Learners	66	48%	131	53%					Yes
Students with Disabilities	69	27%	162	33%	63%	-7%	10%	24%	No
Economically Disadvantaged	155	47%	318	48%					Yes
Met Mathematics Objective?									**No**

PRELIMINARY ANNUAL REVIEW OF SCHOOL PERFORMANCE: 2006-07

District: 3269 **Madison Metropolitan** *Tested Grades:* 10

School: 0420 **LaFollette Hi** *School Enrollment:* 1,737

Adequate Yearly Progress - School Review Summary

	2004-05		2005-06		2006-07	
	AYP	*Status*	*AYP*	*Status*	*AYP*	*Status*
Test Participation	Yes	Level 1 Improved	Yes	Satisfactory	Yes	Satisfactory
Other Academic Indicator	Yes	Satisfactory	Yes	Satisfactory	Yes	Satisfactory
Reading	Yes	Satisfactory	No	Satisfactory	No	Level 1
Mathematics	No	Satisfactory	Yes	Satisfactory	Yes	Satisfactory
Met Adequate Yearly Progress?	No		No		No	
SCHOOL Status:	Level 1 Improved		Satisfactory		**Level 1**	
					Not Title I	

TEST PARTICIPATION

Objective 95%

	Current Year		Two-Year		
	Enrolled	Tested	Enrolled	Tested	AYP
All Students	440	98%	884	99%	Yes
American Indian/Alaska Native	3				
Asian/Pacific Islander	27				
Black, not of Hispanic Origin	91	98%	165	99%	Yes
Hispanic	46	100%	97	99%	Yes
White, not of Hispanic Origin	273	99%	558	99%	Yes
English Language Learners	54	100%	122	99%	Yes
Students with Disabilities	96	98%	183	98%	Yes
Economically Disadvantaged	156	99%	309	99%	Yes
Met Test Participation Objective?					Yes

OTHER ACADEMIC INDICATOR

Objective	*Local Current*	*Growth*	AYP
Graduation 80%	80%		Yes
Met Other Indicator Objective?			Yes

Key

CI: Confidence Interval

Enrolled: The total students enrolled in tested grades

FAY-T: Number of Full Academic Year students tested.

Index: Proficiency Index

N/A: Insufficient data for reliable determination.

SH: Safe Harbor

READING

Objective 67.5%

	Current Year		Two-Year		Safe Harbor *Step 1* Not Proficient/Index		Safe Harbor *Step 2*		
	FAY-T	Index	FAY-T	Index	Prior Yr	*Reduced*	WI State Criteria	*Local Current*	AYP
All Students	408	74%	795	78%					Yes
American Indian/Alaska Native	3								
Asian/Pacific Islander	27								
Black, not of Hispanic Origin	74	57%	127	58%					Yes-CI
Hispanic	41	49%	82	61%					Yes-CI
White, not of Hispanic Origin	263	82%	529	86%					Yes
English Language Learners	50	55%	101	63%					Yes-CI
Students with Disabilities	85	43%	167	46%	51%	-3%	10%	25%	No
Economically Disadvantaged	142	58%	253	63%					Yes-CI
Met Reading Objective?									No

MATHEMATICS

Objective 47.5%

	Current Year		Two-Year		Safe Harbor *Step 1* Not Proficient/Index		Safe Harbor *Step 2*		
	FAY-T	Index	FAY-T	Index	Prior Yr	*Reduced*	WI State Criteria	*Local Current*	AYP
All Students	407	68%	793	72%					Yes
American Indian/Alaska Native	3								
Asian/Pacific Islander	27								
Black, not of Hispanic Origin	74	41%	127	41%					Yes-CI
Hispanic	40	46%	80	54%					Yes
White, not of Hispanic Origin	263	78%	529	81%					Yes
English Language Learners	50	53%	100	61%					Yes
Students with Disabilities	84	33%	164	33%					Yes-CI
Economically Disadvantaged	139	51%	250	54%					Yes
Met Mathematics Objective?									Yes

PRELIMINARY ANNUAL REVIEW OF SCHOOL PERFORMANCE: 2006-07

District: 3269 **Madison Metropolitan** *Tested Grades:* 10

School: 0360 **Memorial Hi** *School Enrollment:* 2,164

Adequate Yearly Progress - School Review Summary

	2004-05		2005-06		2006-07	
	AYP	Status	AYP	Status	AYP	Status
Test Participation	Yes	Satisfactory	No	Satisfactory	No	Level 1
Other Academic Indicator	Yes	Satisfactory	Yes	Satisfactory	Yes	Satisfactory
Reading	Yes	Satisfactory	No	Satisfactory	No	Level 1
Mathematics	Yes	Satisfactory	Yes	Satisfactory	Yes	Satisfactory
Met Adequate Yearly Progress?	Yes		No		No	
SCHOOL Status:	Satisfactory		Satisfactory		Level 1	
					Not Title I	

TEST PARTICIPATION

Objective 95%

	Current Year		Two-Year		
	Enrolled	Tested	Enrolled	Tested	AYP
All Students	535	97%	1,085	96%	Yes
American Indian/Alaska Native	2				
Asian/Pacific Islander	74	100%	140	99%	Yes
Black, not of Hispanic Origin	114	93%	227	90%	No
Hispanic	63	90%	106	92%	No
White, not of Hispanic Origin	282	99%	608	99%	Yes
English Language Learners	89	99%	157	97%	Yes
Students with Disabilities	118	93%	231	93%	No
Economically Disadvantaged	165	96%	340	94%	Yes
Met Test Participation Objective?					No

OTHER ACADEMIC INDICATOR

Objective	Local Current	Growth	AYP
Graduation 80%	93%		Yes
Met Other Indicator Objective?			Yes

Key

CI: Confidence Interval

Enrolled: The total students enrolled in tested grades.

FAY-T: Number of Full Academic Year students tested.

Index: Proficiency Index

N/A: Insufficient data for reliable determination.

SH: Safe Harbor

READING

Objective 67.5%

	Current Year		Two-Year		Safe Harbor *Step 1* Not Proficient/Index		Safe Harbor *Step 2*		
	FAY-T	Index	FAY-T	Index	Prior Yr	*Reduced*	WI State Criteria	*Local Current*	AYP
All Students	471	74%	935	79%					Yes
American Indian/Alaska Native	2								
Asian/Pacific Islander	64	70%	116	77%					Yes
Black, not of Hispanic Origin	86	48%	157	54%	39%	-26%	5%	29%	No
Hispanic	50	41%	80	52%	30%	-50%	10%	51%	No
White, not of Hispanic Origin	269	89%	578	91%					Yes
English Language Learners	73	38%	122	51%	30%	-69%	2%	40%	No
Students with Disabilities	102	40%	193	45%	49%	-15%	10%	25%	No
Economically Disadvantaged	133	41%	247	50%	39%	-34%	21%	26%	No
Met Reading Objective?									No

MATHEMATICS

Objective 47.5%

	Current Year		Two-Year		Safe Harbor *Step 1* Not Proficient/Index		Safe Harbor *Step 2*		
	FAY-T	Index	FAY-T	Index	Prior Yr	*Reduced*	WI State Criteria	*Local Current*	AYP
All Students	472	78%	935	79%					Yes
American Indian/Alaska Native	2								
Asian/Pacific Islander	64	80%	116	84%					Yes
Black, not of Hispanic Origin	87	48%	157	46%					Yes
Hispanic	50	52%	80	58%					Yes
White, not of Hispanic Origin	269	89%	578	90%					Yes
English Language Learners	73	52%	122	59%					Yes
Students with Disabilities	103	34%	193	36%					Yes-CI
Economically Disadvantaged	134	45%	247	48%					Yes
Met Mathematics Objective?									Yes

APPENDICES

A. High School Demographic Profiles

B. Madison Metropolitan School District's Educational Framework Summary

C. High School Proficiency Summary – Baseline Data Required by the US Department of Education

D. Indicators of Gap in School Success: Learning

E. Post-High School Outcomes for MMSD Graduates: A Preliminary Data Analysis

F. Indicators of Gap in School Success: Engagement

G. Indicators of Gap in School Success: Relationships

H. SLC Grant Input and Support: High School Processes

I. SLC Project Partnerships: High School

J. Letters of Support for the SLC Project

K. Smaller Learning Communities Organizational Diagram: Support Structure for Technical Assistance and Professional Development

L. Superintendent's Report to the Board of Education on High School Redesign Process

M. SLC Literature Reviewed in Preparation and Planning of Initiatives

N. SLC Initiative Map: Current and Future Components by Goal/Objectives

O. Smaller Learning Communities Structures for 2007-08

P. SLC Project Management Plan

Q. SLC Position Job Descriptions

R. SLC Key Positions' Qualifications

S. SLC Project Evaluation Strategies

APPENDIX A

Madison Metropolitan School District

Comprehensive High Schools: Enrollment Demographic Data

EAST HIGH SCHOOL

2006-07 Enrollment: 1805
Ethnic/Racial Groups: African-American – 22%, Asian/Pacific – 11%, Hispanic – 9%, Native American – 1%, White – 56%
Income: Percent Low-income – 43%
Special Education: Percent Receiving Special Education Services – 24%
English Language Learners: Percent – 13%

LAFOLLETTE HIGH SCHOOL

2006-07 Enrollment: 1698
Ethnic/Racial Groups: African-American – 21%, Asian/Pacific – 6%, Hispanic – 11%, Native American – 1%, White – 62%
Income: Percent Low-income – 37%
Special Education: Percent Receiving Special Education Services – 23%
English Language Learners: Percent – 10%

MEMORIAL HIGH SCHOOL

2006-07 Enrollment: 2087
Ethnic/Racial Groups: African-American – 17%, Asian/Pacific – 12%, Hispanic – 9%, Native American – 1%, White – 61%
Income: Percent Low-income – 29%
Special Education: Percent Receiving Special Education Services – 19%
English Language Learners: Percent – 10%

WEST HIGH SCHOOL

2006-07 Enrollment: 2019
Ethnic/Racial Groups: African-American – 14%, Asian/Pacific – 12%, Hispanic – 11%, Native American – 1%, White – 63%
Income: Percent Low-income – 27%
Special Education: Percent Receiving Special Education Services – 14%
English Language Learners: Percent – 12%

APPENDIX B

THE EDUCATIONAL FRAMEWORK
of the
MADISON METROPOLITAN SCHOOL DISTRICT

The Madison Metropolitan School District (MMSD) is developing and will be implementing a comprehensive system of student supports and services to ensure that each child has the greatest opportunity to become a successful adult. The system incorporates the very best elements of current, research-based best practice in the design and delivery of services to all students and recognizes the skills and knowledge the MMSD staff bring to their students.
This is a major change for the district because it requires the construction, ownership and coordination of current and new system wide supports as well as staff working in professional learning communities.

Core components of the framework are:

- Practices that focus equally on improvement of *learning*, increased student *engagement* with schooling and development of positive *relationships* between our children and adults;
- Collaborative problem-solving to determine why a child is not engaged, learning or developing positive relationships;
- Strategies that are based on research and best practice that will result in positive student outcomes;
- Systematic, progressive supports and interventions for a child who is not having success, which in turn may reduce the dependence on special education as one of the only interventions;
- A unified district-wide vision that supports the beliefs, values and practices inherent in the comprehensive student support system and professional learning community;
- A culture that embraces collaboration among staff, parents/guardians and the community; and
- Links with community supports and services.

APPENDIX C

Student Academic Proficiency Summary: WKCE (Grade 10), 2005-06
Madison Metropolitan School District – Local Performance vs. Current State Benchmarks

Table C1. Reading: % Proficiency and Advanced (Adequate Yearly Progress for 2006/07 = 67.5%)

	East HS		LaFollette HS		Memorial HS		West HS	
	2005	2006	2005	2006	2005	2006	2005	2006
All Students	65%	63%	72%	63%	77%	64%	80%	79%
Male	62%	58%	64%	59%	73%	64%	79%	75%
Female	66%	68%	80%	67%	81%	64%	80%	84%
Am. Indian	100%	100%	75%	33%	50%	50%	-	50%
Asian/Pacific Isl.	39%	44%	61%	63%	77%	64%	69%	72%
Black	42%	37%	44%	42%	43%	29%	49%	54%
Hispanic	38%	36%	45%	39%	47%	26%	49%	40%
White	81%	80%	83%	73%	89%	85%	94%	91%
Limited English Prof.	31%	33%	40%	44%	47%	27%	31%	31%
English Prof.	70%	69%	78%	66%	81%	71%	87%	88%
Students w/ Disab.	25%	23%	31%	27%	35%	23%	41%	44%
Nondisabled	77%	72%	84%	73%	88%	77%	87%	85%
Econ. Disadvantaged	37%	37%	50%	44%	41%	25%	43%	35%
Not Econ. Disadv.	82%	81%	82%	74%	89%	80%	91%	92%
Annual Yearly Progress Benchmark for 2007/8 = 74%								

Table C2. Mathematics: % Proficiency and Advanced (Adequate Yearly Progress for 2006/07 = 47.5%)

	East HS		LaFollette HS		Memorial HS		West HS	
	2005	2006	2005	2006	2005	2006	2005	2006
All Students	63%	66%	67%	59%	74%	70%	78%	83%
Male	65%	66%	59%	60%	73%	71%	79%	80%
Female	61%	65%	74%	60%	77%	69%	77%	84%
Am. Indian	100%	0%	50%	33%	100%	50%	-	50%
Asian/Pacific Isl.	47%	50%	70%	67%	80%	78%	72%	84%
Black	33%	33%	32%	33%	27%	38%	37%	51%
Hispanic	35%	44%	39%	37%	47%	35%	45%	43%
White	80%	84%	79%	71%	89%	86%	94%	92%
Limited English Prof.	31%	40%	45%	44%	45%	41%	40%	54%
English Prof.	68%	72%	71%	62%	78%	75%	83%	87%
Students w/ Disab.	23%	22%	18%	20%	24%	25%	31%	40%
Nondisabled	77%	76%	80%	71%	88%	83%	87%	89%
Econ. Disadvantaged	33%	38%	44%	39%	34%	35%	36%	47%
Not Econ. Disadv.	83%	85%	76%	71%	89%	84%	90%	93%
Annual Yearly Progress Benchmark for 2007/8 = 58%								

Table C3. Other Subject Tests: % Proficiency and Advanced (All Students)

	East HS		LaFollette HS		Memorial HS		West HS	
	2005	2006	2005	2006	2005	2006	2005	2006
Science	56%	61%	61%	57%	71%	67%	75%	79%
Social Studies	61%	69%	64%	58%	75%	75%	80%	86%
Language Arts	61%	64%	64%	55%	74%	74%	79%	77%

Source: Wisconsin Information Network for Successful Schools (WINSS), Wisconsin Department of Public Instruction

APPENDIX D

Indicators of Gap in School Success

Learning Data: Drop Out Rates

TABLE D1: Drop Out Rates: Comparisons by Race/Ethnicity, 2005-2006				
	EAST	LAFOLLETTE	MEMORIAL	WEST
Asian/Pacific Isl.	11%	8%	18%	20%
Black	29%	11%	17%	25%
Hispanic	22%	0%	5%	25%
White	5%	5%	0%	2%

Learning Data: Special Education

TABLE D2: Disproportionate Representation of African-American Students in Special Education, 2005-2006								
% of student group with Special Education Label	EAST		LAFOLLETTE		MEMORIAL		WEST	
	Af-Am	All other	Af-Am	All other	Af-Am	All other	Af-Am	All other
Emotional/Behavioral Disability	10.0%	4.2%	9.8%	2.4%	6.5%	1.9%	6.4%	1.2%
Specific Learning Disability	25.5%	7.6%	20.0%	9.7%	26.0%	6.6%	23.7%	5.7%
Cognitive Disability	3.6%	1.4%	3.6%	1.3%	4.7%	1.4%	3.9%	0.6%

TABLE D3: Least Restrictive Environment Data: Comparisons by Race/Ethnicity -Fall, 2006 (Percent of Special Education Group Outside Regular Classroom More Than 60% of Day)				
	EAST	LAFOLLETTE	MEMORIAL	WEST
American Indian	66.7%	66.7%	33.3%	12.5%
Asian/Pacific Isl.	20.7%	12.5%	21.4%	11.8%
Black	36.6%	34.5%	29.0%	25.9%
Hispanic	20.0%	26.3%	30.8%	12.0%
White	27.0%	29.1%	16.5%	17.7%

Learning Data: Advanced Course Enrollment

TABLE D4: Enrollment in Math Courses with Advanced Level Content: Comparisons by Race/Ethnicity - Fall, 2006				
	EAST	LAFOLLETTE	MEMORIAL	WEST
American Indian	0%	0.8%	1.1%	0%
Asian/Pacific Isl.	2.4%	11.0%	35.1%	28.6%
Black	3.7%	5.5%	2.1%	0%
Hispanic	0%	2.4%	3.2%	1.1%
White	93.9%	80.3%	58.5%	70.3%

Courses Analyzed: EAST – Calculus Ab; LAFOLLETTE – AP Calculus I&2; MEMORIAL – Calculus AB-AP&BC-AP; WEST – AP Calculus I&2.

TABLE D5: Enrollment in Math Courses with Advanced Level Content: % Free/Reduced Lunch and % Black and Hispanic - Fall, 2006				
	EAST	LAFOLLETTE	MEMORIAL	WEST
% Free/Reduced Lunch	4.0%	12.6%	7.4%	3.3%
% Black and Hispanic	4.0%	7.9%	5.3%	1.1%

Courses Analyzed: EAST – Calculus Ab; LAFOLLETTE – AP Calculus I&2; MEMORIAL – Calculus AB-AP&BC-AP; WEST – AP Calculus I&2.

TABLE D6: Enrollment in Science Courses with Advanced Level Content: Comparisons by Race/Ethnicity - Fall, 2006				
	EAST	LAFOLLETTE	MEMORIAL	WEST
American Indian	1.2%	0%	0.5%	0%
Asian/Pacific Isl.	7.0%	10.5%	15.9%	25.6%
Black	8.1%	5.3%	2.7%	2.3%
Hispanic	5.8%	1.8%	4.1%	1.6%
White	77.9%	82.5%	76.8%	70.5%

Courses Analyzed: EAST – Advanced Biology, Advanced Chemistry, Advanced Geology, and Advanced Physics; LAFOLLETTE – Advanced Biology II, AP Chemistry, and Biotechnology; MEMORIAL – Chemistry AP, Physics AP, Biology AP, Environmental Science AP, and Intro to Molecular Biology; WEST – Advanced Biology, Advanced Chemistry, and Advanced Physics.

TABLE D7: Enrollment in Science Courses with Advanced Level Content: % Free/Reduced Lunch and % Black and Hispanic - Fall, 2006				
	EAST	LAFOLLETTE	MEMORIAL	WEST
% Free and Reduced Lunch	15.1%	17.5%	2.3%	8.5%
% Black and Hispanic	14.0%	7.0%	6.8%	3.9%

Courses Analyzed: EAST – Advanced Biology, Advanced Chemistry, Advanced Geology, and Advanced Physics; LAFOLLETTE – Advanced Biology II, AP Chemistry, and Biotechnology; MEMORIAL – Chemistry AP, Physics AP, Biology AP, Environmental Science AP, and Intro to Molecular Biology; WEST – Advanced Biology, Advanced Chemistry, and Advanced Physics.

TABLE D8: Enrollment in English Courses with Advanced Level Content: Comparisons by Race/Ethnicity – Fall, 2006				
	EAST	LAFOLLETTE	MEMORIAL	WEST
American Indian	0%	0%	0%	0%
Asian/Pacific Isl.	3.5%	2.0%	13.0%	12.4%
Black	3.5%	6.1%	4.3%	2.5%
Hispanic	0%	4.1%	2.8%	2.5%
White	93.0%	87.8%	80.0%	82.7%

Courses Analyzed: EAST – English 12 TAG; LAFOLLETTE – Advanced English 12; MEMORIAL – English 11 AP&12 AP; WEST – Honors: 20th Century Literature, Advanced Writing Workshop, English Literature, Shakespeare, and Survey of American Literature.

TABLE D9: Enrollment in English Courses with Advanced Level Content: % Free/Reduced Lunch and % Black and Hispanic - Fall, 2006				
	EAST	LAFOLLETTE	MEMORIAL	WEST
% Free and Reduced Lunch	4.0%	2.0%	3.1%	3.2%
% Black and Hispanic	4.0%	10.0%	7.1%	4.9%

Courses Analyzed: EAST – English 12 TAG; LAFOLLETTE – Advanced English 12; MEMORIAL – English 11 AP&12 AP; WEST – Honors: 20th Century Literature, Advanced Writing Workshop, English Literature, Shakespeare, and Survey of American Literature.

TABLE D10: Enrollment in Social Studies Courses with Advanced Level Content: Comparisons by Race/Ethnicity - Fall, 2006				
	EAST	LAFOLLETTE	MEMORIAL	WEST
American Indian	0%	.9%	0%	0%
Asian/Pacific Isl.	2.0%	9.2%	19.2%	20.0%
Black	2.0%	8.3%	4.3%	0%
Hispanic	2.%	0%	3.9%	6.7%
White	93.9%	81.7%	72.6%	73.3%

Courses Analyzed: EAST – US History TAG; LAFOLLETTE – Advanced US History and Advanced World History; MEMORIAL – World History AP, Modern European History AP, Psychology AP, and Microeconomics AP; WEST – AP American Government.

TABLE D11: Enrollment in Social Studies Courses with Advanced Level Content: % Free/Reduced Lunch and % Black and Hispanic - Fall, 2006				
	EAST	LAFOLLETTE	MEMORIAL	WEST
% Free and Reduced Lunch	4.0%	7.3%	5.0%	13.0%
% Black and Hispanic	4.0%	8.3%	8.2%	6.7%

Courses Analyzed: EAST – US History TAG; LAFOLLETTE – Advanced US History and Advanced World History; MEMORIAL – World History AP, Modern European History AP, Psychology AP, and Microeconomics AP; WEST – AP American Government.

Learning Data: College-Related Data

TABLE D12: ACT Participation/Average Scores By Student Group Comparisons by Race/Ethnicity – 2005-2006				
	EAST	LAFOLLETTE	MEMORIAL	WEST
Asian/Pacific Isl.	28/21.1	12/*	34/24.3	30/24.3
Black	19/18.3	17/18.0	16/*	19/19.9
Hispanic	7/20.7	9/18.3	12/*	17/*
White	141/23.9	199/22.8	250/25.7	235/26.2

* Score average not reported.

TABLE D13: Four-year College Acceptance Rates at Time of Graduation Comparisons by Race/Ethnicity – 2004-05				
	EAST	LAFOLLETTE	MEMORIAL	WEST
Asian/Pacific Isl.	32.7%	40.9%	54.7%	51.9%
Black	28.4%	30.0%	29.1%	22.4%
Hispanic	25.8%	16.0%	27.5%	27.3%
White	52.5%	45.2%	75.7%	61.6%

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Toll Free:
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International: 95 (800) 446-03

Fax: (608) 262-3063
Email: cewmail@education.wis
cewconf@education.wisc.edu
Website: www.cew.wisc.edu

June 21, 2007

TO: MMSD High School Re-Design Task Force

FROM: L. Allen Phelps with Kaylen Betzig, Josh Emmett, Alison Turner, Christine DeBoer, and Kate Alder

RE: Post-High School Outcomes for MMSD Graduates: A Preliminary Data Analysis

During the Spring, 2007 semester, a team of graduate students enrolled in *ELPA 940--High School Redesign: Research, Policy and Practice* compiled information and data to examine a question posed by the Design Team: To what extent are MMSD graduates succeeding in their college and career pursuits following high school? This brief memorandum and attached data tables and charts provide a summary of our findings and observations.

Following an extensive review of literature and web-based information resources, data were compiled from three sources: (a) the UW System's Freshman Success Reports (a report prepared for each high school describing the status of 2001-03 graduates who enrolled in the UW System, (b) data from the Wisconsin Technical College System (a spread sheet describing the enrollment of MMSD 2001-03 graduates in WTCS campuses and programs), and (c) information prepared by the MMSD Research and Evaluation Office describing the demographics of the 2001-03 graduating cohort and the extent of enrollment in dual credit (high school and college) courses by MMSD graduates.

Data on the 2001-03 graduates are not available for those who joined the military or chose to attend out of state or independent/private colleges and universities. Increasingly, high school graduates enroll in multiple higher education institutions concurrently, so some of the estimates included herein should be interpreted with caution.

Major Findings

1. The MMSD 2001-03 senior cohort was substantially more diverse than the State of Wisconsin graduates for the same three year period. When compared to the statewide profile, MMSD graduated a higher percentage of African American (+3.01%) and Asian American (+4.20%) students, about the same percentage of Hispanic students (+0.29%), and fewer Native American (-0.80%) and White (-6.73%) students.

2. Within MMSD, the highest concentration of diverse graduates attended East High School—24% free and reduced lunch, 12% students with disabilities, and 6% students with limited English proficiency. The comparable numbers for the district are 15%, 10% and 5% respectively. Among a sample of students with disabilities who left MMSD in 2003 (n=115), a one year follow-up study found that 54% were participating in postsecondary education, compared to 45% of the statewide sample (Halberg, Harper & Szalkowski, nd). Approximately 1 in 4 of MMSD's graduates will require special assistance in form of financial aid, transition services, or learning accommodations if they decide to enter postsecondary education.

3. Academic preparation for college is critical for achieving success, especially during the initial years of college. According to the UW System, 65% of the entering cohort of 2001-03 Wisconsin high school graduates had completed the recommended core courses in high school (4 English, 3 math, 3 natural science, and 2 social sciences, and 0 in foreign languages). For MMSD, only 58.5% of graduates had completed college core courses. However, compared to all entering freshman, MMSD students enrolling at UW System campuses had lower remediation rates in both English (6.5% vs. 8.1%) and mathematics (6.6% vs. 11.8%). While students entering UW System campuses are below the state profile for comprehensive baccalaureate preparation by 6-7%, they are above the UW System average for scores on English and math placement tests when entering college. This suggests that those MMSD graduates headed to a UW campus who complete the core courses (58% of those enrolling at a 2-year or 4-year campus) are well prepared for the rigors of baccalaureate programs.

4. Overall, slightly more than 3 of 4 MMSD graduates chose to enter college immediately. More specifically, 78.6% entered a UW System or WTCS campus during the fall semester following high school, compared to 71.2% of the state-wide 2001-03 cohort of high school graduates. Nearly 1/3 (32.1%) entered the UW System, while slightly less than half (46.5%) enrolled in classes or programs in the Wisconsin Technical College System. Compared to the state-wide cohort, MMSD graduates are roughly 3% more likely to enroll in the UW System and 5% more likely to pursue a technical college option. Over this three year period, Memorial and LaFollette graduates had the highest rates for entering the UW System (37.8% and 32.5%), while 54.9% of East grads chose to enter the WTCS. Clearly, MMSD graduates are entering public, in-state colleges and universities at a rate that exceeds the state-wide average.

According to *Education Week* (January 4, 2007), 59% of Wisconsin's 2004 high school graduates were enrolled on a *full-time* basis in public 2-year (22%, national average - 23%) and public 4-year institutions (37%, national average - 31%). Although we lack comparable data on full-time UWS and WTCS enrollments by MMSD graduates, these data suggest that MMSD graduates are 15-20% more likely to participate in public postsecondary education than their national cohort. It is important to note that several non-school factors may be influencing this situation, such as the accessibility of public higher education campuses, the availability of financial aid, and admission policies.

Lacking individual student record data from the UWS and WTCS, the estimate of college enrollment may be inflated, since an increasing number of students often enroll in multiple colleges and universities at the same time.

After entering the UW System, MMSD graduates return for a second year at rates that exceed the state-wide average by 5%. Nearly 83% of MMSD freshmen return for a second year to the same

campus, compared with 77.12% of freshman from all WI high schools. Estimates of retention reported in *Education Week* (January 4, 2007) reveal that retention to the second year for students entering public 4 year universities was 80% across the U.S. and 77% in Wisconsin. With an 86% retention rate, Memorial High School grads appear to be particularly successful in negotiating the first year of college.

5. Improving the college retention rates for under-prepared students is a growing concern nationally for colleges and universities as some 2 and 4 year institutions face 20-30% remediation rates for beginning students. In 2004, the WTCS reported that 25,921 students were enrolled in developmental or remedial (non-college credit) courses. For MMSD graduates who completed the core requirements in high school, their retention to the same UW System campus was 59.6% (roughly 6 of 10), compared to 66.7% for all UW System freshmen core completers. For MMSD graduates who did not complete the core requirements in high school, the retention rate was comparable—57.22%--to those completed the core subjects. For underprepared students entering the UW System, the retention rate was only 33.33%. The significantly higher retention rate could for under-prepared MMSD graduates may be attributable to the PEOPLE Program, which works closely with first-generation college intending students.

6. Nearly half of MMSD graduates (46.7%) are inclined to directly enter the WTCS. *Education Week* (January 4, 2007) estimates that 23% of the 2004 graduates entered public 2-year institutions as full time students. The estimate provided for WI graduates was 22%. While the data elements are not identical, clearly MMSD graduates are pursuing a variety of college options at MATC at a rate clearly exceeding the state and national average. A detailed analysis of the WTCS bound student demographic data reveals this is a highly diverse, including a cohort (n=1854) that is: 23.8% academically disadvantaged (enrolled in remedial or developmental courses), 17.0% economically disadvantaged, 7.5% students with disabilities, and 4.3% limited English proficient. For multiple reasons (e.g., short term training, lower tuition, minimal residential costs, a growing number of baccalaureate program articulation agreements and college transfer opportunities), the WTCS is an attractive option for young adults who are uncertain about their college goals and careers.

Low retention and degree completion rates have historically been an issue in community and technical colleges, due in part to the highly accessible admission policies. As the data reported in the attached table indicates, only 15% of the 2001-03 MMSD cohort had completed a degree or certificate as of December 2006. The latest retention data cited by *Education Week* (January 4, 2007) suggests that 24% (of U.S. students) and 38% of WI students entering public 2-year institutions in 2001 had completed degrees or certificates within three years. Clearly, a significant segment of MMSD graduates are choosing to enter the WTCS (2 of 5 graduates). Unfortunately, they encounter considerable difficulty in obtaining degrees and credentials, compared to their peers in Wisconsin and nationally. Representatives of the MMSD and MATC/WTCS are encouraged to undertake a series of initiatives that prepare graduates for achieving success both in associate degree and baccalaureate transfer programs.

APPENDIX F

Indicators of Gap in School Success

Engagement Data: Attendance and Truancy

TABLE F1: Attendance Rates: Comparisons by Race/Ethnicity, 2005-06				
	EAST	LAFOLLETTE	MEMORIAL	WEST
American Indian	95.2%	83.8%	98.0%	94.2%
Asian/Pacific Isl.	95.1%	95.0%	97.6%	97.2%
Black	90.1%	91.4%	95.9%	94.3%
Hispanic	91.0%	91.4%	96.0%	95.3%
White	95.8%	95.7%	98.1%	98.2%

The Madison Metropolitan School District's Board of Education has established a goal of 94% attendance for all students and student groups. The 94% threshold reflects not more than ten absences within a school year.

TABLE F2: Truancy Rates: Comparisons by Race/Ethnicity, 2005-06				
	EAST	LAFOLLETTE	MEMORIAL	WEST
American Indian	30.0%	22.2%	27.3%	71.4%
Asian/Pacific Isl.	17.2%	12.4%	8.8%	10.0%
Black	33.8%	26.4%	28.4%	34.3%
Hispanic	33.6%	30.0%	29.3%	40.5%
White	11.1%	7.8%	4.3%	3.6%

Truancy status is determined by five or more unexcused absences in a given semester. Thus a 30% rate indicates that 30% of a specific student group has had five or more unexcused absences within one semester of the school year.

Engagement Data: Suspensions and Expulsions

TABLE F3: Suspension Rates: Comparisons by Race/Ethnicity, 2005-06				
	EAST	LAFOLLETTE	MEMORIAL	WEST
American Indian	40.0%	33.3%	9.1%	71.4%
Asian/Pacific Isl.	8.3%	1.9%	4.4%	3.1%
Black	53.6%	38.9%	36.5%	34.6%
Hispanic	40.3%	25%	10.5%	11.9%
White	12.6%	7.6%	3.8%	3.5%

TABLE F4: Suspension Rates: Comparative Change by Race/Ethnicity, 1998-2006				
	EAST	LAFOLLETTE	MEMORIAL	WEST
American Indian	25.0% - 40.0%	0.0% - 33.3%	0.0% - 9.1%	18.2% - 71.4%
Asian/Pacific Isl.	3.6% - 8.3%	8.0% - 1.9%	3.2% - 4.4%	6.9% - 3.1%
Black	31.2% - 53.6%	32.9% - 38.9%	25.2% - 36.5%	25.0% - 34.6%
Hispanic	21.2% - 40.3%	2.3% - 25%	8.4% - 10.5%	14.6% - 11.9%
White	10.8% - 12.6%	8.2% - 7.6%	3.5% - 3.8%	4.2% - 3.5%

TABLE F5: Expulsion Comparisons: Percentage of Total by Race/Ethnicity, 2005-2006				
	EAST	LAFOLLETTE	MEMORIAL	WEST
American Indian	0.0%	0.0%	0.0%	0.0%
Asian/Pacific Isl.	26.7% (4)	0.0%	20.0% (2)	33.3% (1)
Black	53.3% (8)	0.0%	50.0% (5)	66.7% (2)
Hispanic	20.0% (3)	66.7% (2)	20.0% (2)	0.0%
White	0.0%	33.3% (1)	10.0% (1)	0.0%

TABLE F6: Incidences of Suspensions for Student Violence* by Race/Ethnicity, 2005-2006 (Number of Violence-based Suspensions and Rate/100 Students in Subgroup)				
	EAST	LAFOLLETTE	MEMORIAL	WEST
Asian/Pacific Isl.	17 (8.3)	2 (1.9)	11 (4.4)	8 (3.1)
Black	222 (53.6)	118 (38.9)	140 (36.5)	98 (34.6)
Hispanic	60 (40.3)	40 (25.0)	19 (10.5)	25 (11.9)
White	133 (12.6)	89 (7.6)	52 (3.8)	45 (3.5)

* Based upon suspension codes defined in the MMSD Code of Conduct.

TABLE F7: High School Survey of School Engagement (University of Indiana) Spring, 2007				
ITEM	EAST	LAFOLLETTE	MEMORIAL	WEST
"I am an important part of my high school community." % Strongly disagree/disagree	48%	49%	51%	47%
"How often have you talked to an adult in the school about career goals?" % Never/Rarely	71%	43%	45%	50%
Of those students who considered dropping out of high school, why did they consider dropping out? (students could pick more than one reason)				
"The work was too hard."	58%	52%	74%	63%
"I didn't like school."	77%	70%	70%	58%
"I didn't like the teachers."	62%	50%	68%	51%
"I didn't see the value in the work I was being asked to do."	55%	57%	57%	66%

APPENDIX G

Indicators of Gap in School Success

Relationships Data: Climate Survey

TABLE G1: Statistically Significant Different Perceptions of School Safety (% Positive Responses): Comparisons by Race/Ethnicity – Student Climate Survey, 2005				
	EAST	LAFOLLETTE	MEMORIAL	WEST
Minority Students	58.8%	59.4%	62.8%	62.3%
Non-Minority Students	73.1%	75.6%	80.5%	82.4%

Survey Item: "I feel safe at my school."

TABLE G2: Statistically Significant Different Perceptions of School Safety (% Positive Responses): Comparisons by Race/Ethnicity – Student Climate Survey, 2005				
	EAST	LAFOLLETTE	MEMORIAL	WEST
Minority Students	*	68.8%	62.2%	61.3%
Non-Minority Students	*	83.0%	75.7%	79.9%

Survey Item: "I have at least two adults at school who give me encouragement when they see me."
* Not a statistically significant different comparison.

TABLE G3: Statistically Significant Different Perceptions of School Safety (% Positive Responses): Comparisons by Race/Ethnicity – Student Climate Survey, 2005				
	EAST	LAFOLLETTE	MEMORIAL	WEST
Minority Students	*	66.4%	69.1%	74.9%
Non-Minority Students	*	78.9%	82.1%	87.5%

Survey Item: "I have at least two adults at school who talk with me at least once a month."
* Not a statistically significant different comparison.

TABLE G4: Statistically Significant Different Perceptions of Belonging (% Positive Responses): Comparisons by Race/Ethnicity – Student Climate Survey, 2005				
	EAST	LAFOLLETTE	MEMORIAL	WEST
Minority Students	*	55.0%	59.4%	62.9%
Non-Minority Students	*	70.3%	75.7%	77.7%

Survey Item: "I feel I belong at this school."
* Not a statistically significant different comparison.

TABLE G5: Statistically Significant Different Perceptions of Achievement (% Positive Responses): Comparisons by Race/Ethnicity – Student Climate Survey, 2005				
	EAST	LAFOLLETTE	MEMORIAL	WEST
Minority Students	50.0%	50.3%	47.7%	53.8%
Non-Minority Students	69.2%	68.5%	73.3%	84.6%

Survey Item: "What would you estimate your achievement at school to be?"

APPENDIX H

SLC Grant Input and Support: High School Processes

East High School

The initial avenue for gaining input and planning began last year through well-designed meetings and activities with parents, staff, and students. The process resulted in a document, titled *Vision 2012*, which has become a blueprint for future improvements. Five concerns that surfaced are Equity, Research and Development; Literacy; Behavioral Interventions; Academic Interventions; and Advanced Placement Courses. A Leadership Team was formed, committees to address identified issues were organized, and new roles like a literacy coordinator emerged during the 2006-07 school year. Each committee sought more input from parents, staff, and students, and concluded with plans that largely shape East High School's initiatives represented in this grant.

LaFollette High School

La Follette High School has had a School Improvement Planning Team in place for some time. The process, which coincides with an accreditation process, requires thoughtful analysis of data, stakeholder input, and concludes with the development of a multi-year improvement plan. When the possibility of the SLC Grant was made known, a group of staff leaders organized multiple ways to gain broader input to help focus the potential direction of future initiatives. Staff were offered three opportunities to generate ideas and parents provided feedback through the main parent organization, the booster club, and a Latino Parent Association.

Memorial High School

Stemming from their previous SLC Grant, Memorial students, staff, and parents have largely adopted mindsets of ongoing reflection, problem-solving, and planning improvements. Healthy and essential discussions have become the norm, leading to refinements of the current model, structures, and initiatives. More importantly for this grant, the same discussions have also contributed to the development of new and innovative visions for the future. Important critiques and substantive ideas have emerged through the Neighborhood Student Government. A Response Team has been put in place to provide staff a means of collaboratively working to address need areas. Parents are welcomed to bi-monthly meetings with administrators to identify problems and partner with the school in providing solutions. The combination of these efforts to seek input has provided a robust level of commitment and new ideas for coming years.

West High School

Like Memorial, West has many systematic means for gaining input. As part of the SLC Grant Evaluation, systematic quantitative and qualitative data were analyzed including student achievement results; trends in attendance, suspensions/expulsions, college prep and advanced course participation, baseline and follow-up surveys of teachers; and focus groups, interviews with students, staff and parents throughout the grant period. Over the last four years, department chairs have provided ongoing reflections and input from their representative staff groups. Committees have made progress in institutionalizing change, but have also contributed ideas for future initiatives. Staff leaders provided both email and meeting opportunities to gain feedback from staff and parents. A graduate student research project used interviews of students and staff to provide analysis of the current model's strengths and needs. Through these consistent and effective avenues, West has gained helpful direction for its next phase of reform.

APPENDIX I

Madison Metropolitan School District

Smaller Learning Communities Grant

Key High School SLC Project Partnerships

School	Partnerships	Support of SLC Project
East HS	Centro Hispano	Centro Hispano helps in the recruitment of tutors/mentors for various support programs at East.
	Community Centers: Atwood, Northport, and Vera Court	In partnerships with local community centers, alternative and support programs are being offered outside of East at local community centers. For example, night school for ELL students will be offered at one of the centers and Peers Educating Peers occurs at another center.
	Madison Area Technological College	MATC has played a vital role in restructuring study halls into resource centers that offer substantive support for struggling students. They have also collaborated on Project Lead the Way for mentoring potential engineering students.
	UW-Madison Madison Academic and Athletic Exchange (MAAX)	East's athletes are paired with UW student/athletes to provide mentoring and support toward high school success and potential pursuit of a college degree.
LaFollette HS	Edgewood College :	Through an arrangement similar to a Professional Development School, Edgewood places practicum students from their School of Education into classrooms each semester. These college students serve as mentors and tutors to LaFollette's students. Edgewood also provides professional development opportunities for LaFollette staff. New projects include the development of service learning models and structures/strategies to better serve the needs of ELL students.
	100 Black Men	The members of AAAT, or African American Achievement Team, serve as mentors to LaFollette's African-American students on a weekly basis. They also sponsor the African American History Bowl for the district.
	Orgullo Latino/Latino Pride	Several community-based groups have collaborated in the development of this program, providing mentoring and support groups for Hispanic young men.
	Madison Area Technical College	MATC's Pre-collegiate support efforts bring college students to LaFollette to tutor needy students. The program will now expand to an after-school program to provide more opportunities for students.
Memorial HS	UW-Madison Professional Development School (PDS)	Both Memorial and West High School have a formal partnership agreement with the UW-Madison School of Education to provide on-site professional development tailored for West staff, and to place student teachers and volunteer tutors from the UW with Memorial/West students. The partnership provides a .5 FTE coordinator to serve as a liaison between the school and the University to enable clear communication and provide frequent seminars to support student teachers.

	ASPIRA	Aspira is a national organization that supports the academic and social success for Latino students. An on-site coordinator meets with teachers, administrators, support staff and students to determine and provide particular resources needed by Latino students. The program provides leadership training, academic support, cultural enrichment activities, and community action projects that develop students' abilities to become effective leaders in their communities.
	Wexford Ridge Neighborhood Center/ Lussier Community Education Center Project	The mission of the Wexford Ridge Neighborhood Center (WRNC) is to provide programs, services, and access to resources that promote personal growth and community well-being, in response to neighborhood needs. The program targets low-income and minority populations. The program is constructing its new Education Center on school grounds.
	Project Lead the Way	This program is designed to integrate math, science, and technology curricula using a hands-on and applications-based delivery. The ultimate goal is to encourage underrepresented student groups in the pursuit of engineering-related career fields.
West HS	UW-Madison Professional Development School (PDS) Partnership	Both Memorial and West High School have a formal partnership agreement with the UW-Madison School of Education to provide on-site professional development tailored for West staff, and to place student teachers and volunteer tutors from the UW with Memorial/West students. The partnership provides a .5 FTE coordinator to serve as a liaison between the school and the University to enable clear communication and provide frequent seminars to support student teachers.
	Aspira	Aspira is a national organization that supports the academic and social success for Latino students. An on-site coordinator meets with teachers, administrators, support staff and students to determine and provide particular resources needed by Latino students. The program provides leadership training, academic support, cultural enrichment activities, and community action projects that develop students' abilities to become effective leaders in their communities.
	YWCA	YWCA provides an independent living group course for students enrolled in the Credit Recovery alternative program at West.
	UW-Madison Medical School	This partnership is mentoring program involving medical and pharmacy students who are matched with high school students interested in medical careers. The program matches medical and pharmacy students from under-represented populations with similar high school students to support their work toward becoming medical professionals.

APPENDIX J

Letters of Support

1. **Minority Student Achievement Network (MSAN): Laura Cooper, Research Facilitator**

2. **National Institute for Urban School Improvement (NIUSI): Elizabeth Kozleski, Director**

3. **University of Wisconsin-Madison School of Education: Julie Underwood, Dean**

4. **Grant Evaluator: M. Bruce King, Educational Leadership and Policy Analysis**

5. **City of Madison Police Chief Noble Wray**

6. **City of Madison Mayor Dave Cieslewicz**

7. **100 Black Men: Kenneth B. Black, President**

Pamela Nash
Assistant Superintendent for Secondary Schools
Madison Metropolitan School District
545 W. Dayton St.
Madison, WI 53703

July 11, 2007

Dear Ms. Nash:

On behalf of the Minority Student Achievement Network, I am writing to express support for the Smaller Learning Communities Project for the four comprehensive high schools in the Madison Metropolitan School District. The fundamental goals of SLC schools – to create structures that provide a more personalized and inclusive environment, and to improve the academic readiness for post-secondary options of all students – are wholly consistent with our institutional purposes.

The Minority Student Achievement Network (MSAN) is a national coalition of multiracial and relatively affluent suburban school districts that neighbor major research universities. The network districts are committed to working together to study the disparity in achievement between white students and students of color through intensive research. Since its inception in 1999, MSAN has played a critical role in convening educational leaders from member districts to discuss and share initiatives that address specific topics related to high school reform. The network has also taken the lead in planning mini-conferences on topics directly related to aspects of high school reform—addressing the disproportionate representation of particular student groups in special education, the use of AVID and other student academic supports, and the creation of professional learning communities of staff to monitor and improve student learning on a regular basis.

I am writing on behalf of the Research Practitioner Council which is composed of the curricular and research leaders in the MSAN districts. We seek throughout the school year to design and conduct research, to share and then endorse practices that improve the achievement of students of color, and to plan conferences and mini-conferences on specific topics such as literacy, disproportionality, and aspects of high school reform. After reviewing the goals and objectives of the grant proposal, we fully endorse the project and anticipate potential collaborative work with the high schools in the coming years. Preventative strategies that head off academic and behavioral problems are clearly outlined in the proposal. The grant's professional development plan targeting inclusion, teaming, co-teaching, and de-escalating potential behavioral issues topics is an area where our expertise and research would be useful. We will work with the SLC leaders to ensure that specific events and processes are designed to share their work with other MSAN districts.

We wish you the best as you pursue the resources to do this important work.

Sincerely,

Laura Cooper

Laura A. Cooper
Co-Facilitator for MSAN Research Practitioner Council

CC: Gloria Ladson-Billings
Art Rainwater
Bernice Stokes

NATIONAL INSTITUTE FOR
URBAN SCHOOL
IMPROVEMENT

Arizona State University
Mary Lou Fulton College of Education
PO Box 872011
Farmer Bldg #316
Tempe, AZ 85287-2011
Phone: 480. 727-8642

Pamela Nash
Assistant Superintendent for Secondary Schools
Madison Metropolitan School District
545 W. Dayton St.
Madison, WI 53703

July 11, 2007

Dear Ms. Nash:

On behalf of the National Institute for Urban School Improvement (NIUSI), I am writing to express support for the Smaller Learning Communities Project for the four comprehensive high schools in the Madison Metropolitan School District. The fundamental goals of SLC schools – to create structures that provide a more personalized and inclusive environment, and to improve the academic readiness for post-secondary options of all students – are wholly consistent with our institutional purposes.

NIUSI has 20 years of experience and success in supporting capacity building in urban schools and school districts so that student with disabilities are engaged in high quality curriculum and learning experiences that improve their ability to succeed in school and in post-school opportunities. Our work is particularly focused on culturally responsive practices and addressing the disproportionate representation of students from culturally and linguistically diverse backgrounds in special education. Headquartered at Arizona State University, NIUSI works directly with urban districts around the country including districts in Arizona, California, Colorado, Florida, Nevada, North Carolina, Tennessee, and Wisconsin to develop embrace and implement a data-based, continuous improvement approach for inclusive practices. We network with the 100 largest school districts in the country providing GIS mapping services for just-in-time data analysis, professional learning embedded in schools and classrooms, electronically available knowledge bulletins, and a software system that allows principals to manage and support robust school improvement processes. Embedded within this approach is a commitment to evidence-based practice in early intervening, universal designs for learning, literacy and positive behavior supports.

Our partnership with Madison stems from a common concern regarding the disproportionate representation of student groups in special education, and the kinds of educational experiences that students with disabilities have in schools. After reviewing the goals and objectives of the grant proposal, we fully endorse the project and anticipate potential collaborative work with the high schools in the coming years. Preventative strategies that head off academic and behavioral problems is clearly outlined in the proposal. The grant's professional development plan targeting inclusion, teaming, co-

NATIONAL INSTITUTE FOR
URBAN SCHOOL
IMPROVEMENT

Arizona State University
Mary Lou Fulton College of Education
PO Box 872011
Farmer Bldg #316
Tempe, AZ 85287-2011
Phone: 480. 727-8642

teaching, and de-escalating potential behavioral issues topics is an area where our expertise and research would be useful.

We wish you the best as you pursue the resources to do this important work.

Sincerely,

Elizabeth B. Kozleski, Professor
Director, NIUSI

THE UNIVERSITY of WISCONSIN MADISON

July 5, 2007

To Whom It May Concern,

Please accept this letter of support for the Madison Metropolitan School District's Smaller Learning Communities grant proposal. The University of Wisconsin–Madison and specifically the School of Education proudly support and partner with the Madison Metropolitan School District (MMSD) on various initiatives. We collaborate on various grants, professional development, and learning initiatives. Our mutual projects are clearly indicative of our mutual goals to:

- close the achievement gap
- bridge the gap between theory and practice
- develop partners for long term relationships

The current grant proposal is clearly another indication of MMSD's commitment to these goals. To give you some idea of the breadth of our mutual work I will highlight two ongoing projects.

The Minority Student Achievement Network (of which MMSD is a founding member) is housed at the Wisconsin Center for Educational Research within the School of Education. MSAN is a national coalition of multiracial, relatively large school districts that have come together to study the disparity in achievement between white students and students of color through intensive research. MSAN and its members are actively improving the research and practice on closing the achievement gap.

The Madison Professional Development School Partnership involves MMSD, Madison Teachers Incorporated, and the School of Education. Eight schools, K-12, are currently actively involved in the partnership. An important feature is an on –site supervisor or coordinator for each PDS. The major goal is to prepare teachers to be successful in culturally diverse urban school.

Their current proposal–smaller learning communities for the four high schools–is further indication of how MMSD is working to improve student achievement, particularly for minority and low income students. MMSD is at a critical stage, i.e. the demographic indicators are showing increasing numbers of high risk students among the students served. Their SLC initiative will be a major and significant reform of our outdated, comprehensive high school model, reform necessary to better serve this increasingly diverse student population. It will provide support for the two high schools that have already begun SLC reforms and will provide focus to drive change at the other two schools. While looking different at each school, this proposal focuses on a number of common initiatives that we know help all students including: grouping students with teams of teachers, teacher collaboration and professional community, common curriculum with rigorous expectations for all students and support for struggling students, access to advanced and college-

prep courses for disadvantaged students, and sustained professional development to enhance teaching and learning. MMSD has consistently consulted current research and best practice in developing their programs, and has tapped this University's expertise for ongoing professional development and evaluation. We will continue to partner with MMSD in these areas to support secondary school reform. The Madison Metropolitan School District is truly committed to improving student achievement for all students and we strongly support this grant proposal to further that work.

Sincerely,

Julie Underwood

Julie Underwood
Dean, School of Education
University of Wisconsin–Madison

School of Education Office of the Dean
123 Education Building University of Wisconsin–Madison 1000 Bascom Mall Madison, Wisconsin 53706-1398
608/262-1763 Fax: 608/265-2512

Educational Leadership & Policy Analysis
University of Wisconsin–Madison

3 July 2007

Dr. Pam Nash
Assistant Superintendent
Madison Metropolitan School District
545 West Dayton Street
Madison, WI 53703-1995

Dear Dr. Nash,

Please accept this letter as confirmation of my availability to serve as Project Evaluator for Madison Metropolitan School District's Smaller Learning Communities initiative, and to conduct the evaluation in accordance with the design described in your grant proposal to the US Department of Education. Attached is a copy of my curriculum vita for inclusion in your proposal.

I look forward to working with you and the staff of the four high schools should the district receive the SLC grant. Best wishes on the proposal.

Sincerely,

M. Bruce King
Department of Educational Leadership
& Policy Analysis

1152 Educational Sciences Building
1025 West Johnson Street
Madison, Wisconsin 53706-1796

tel.: 608/262-3106
fax: 608/265-3135
website: http://www.education.wisc.edu/elpa/

Madison Police Department

Noble Wray, Chief of Police

City-County Building
211 S. Carroll Street
Madison, Wisconsin
53703
608 266 4022
(TDD) 608 266 6562

June 27, 2007

Art Rainwater, Superintendent
Madison Metropolitan School District
545 W. Dayton Street
Madison, WI 53703

Dear Superintendent Rainwater:

I strongly support the Madison Metropolitan School District's (MMSD) Smaller Learning Communities grant proposal. This grant is critical to enable the District to address the existing educational gap that exists between white and non-white and low income students in our community. As you know, racial disparities in school parallel racial disparities in the criminal justice system, as well.

I have often characterized the educational experience for many low income students of color as a "pipeline to prison," and unfortunately Dane County's juvenile statistics support this characterization. In 2000, African American youth comprised only 8% of the population, but were referred for juvenile delinquency at four times that rate (32%). Likewise, in 2000, African American children in Dane County were 12 times more likely to be poor than white children (36% vs. 3%). African American and Hispanic youth are over-represented in their drop out rates, truancy, suspensions and expulsions, and with arrest and incarceration rates.

The Smaller Learning Communities grant will allow the District to better address the individual needs of these students by ensuring that students are more engaged with their academic pursuits and by creating a safer and more nurturing learning environment.

The Madison Police Department fully supports the efforts of the Madison School District to provide a high level of education for all students and to balance the existing inequities for our students of color. We look forward to continued collaboration to ensure our schools are safe and positive learning environment for all children.

Sincerely,

Noble Wray

Noble Wray
Chief of Police

Office of the Mayor

David J. Cieslewicz, Mayor

City-County Building, Room 403
210 Martin Luther King, Jr. Boulevard
Madison, Wisconsin 53703-3345
PH 608 266 4611
FAX 608 267 8671
TTY 866 704 2340
mayor@cityofmadison.com

June 27, 2007

Art Rainwater, Superintendent
Madison Metropolitan School District
545 W. Dayton Street
Madison, WI 53703

Dear Superintendent Rainwater:

One of the critical pieces of the health of any city is the school district. Madison has worked hard over the years to have one of the finest school districts in the entire country. The district is known for innovative work, for strong graduation rates, for high numbers of National Merit finalists, and for closing the achievement gap in third grade reading.

We also participate in the district's on-going efforts to close the achievement gap in other academic areas and at all grade levels. The school district, my office, the Madison Police Department, and juvenile justice system officials have met several times this year to continue a dialogue on the needs of high school students who are not engaged in all that Madison schools have to offer. As a group, we expressed concern over the disproportionate rate of suspensions, expulsions, and low achievement for students of color, particularly African American males. We also took note of the fact that this pattern replicates itself in the juvenile justice system in Wisconsin as well.

The district has my whole-hearted support as it applies for a district-wide smaller learning communities grant that focuses on more personalized environments for all our students. I support the thrust that takes the best that Madison schools have to offer and makes certain that it is the experience that all Madison students will have.

Madison needs well-prepared high school students who will continue their education or enter the competitive workforce here in Wisconsin. I applaud an effort that directly and deliberately recognizes that our high schools need to continually improve and respond to the challenges of the ever-changing global economy.

Sincerely,

David J. Cieslewicz
Mayor

DJC/lll

100 BLACK MEN OF MADISON, WI, INC.

P. O. BOX 787, MADISON, WI 53701-0787

OFFICERS:

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Pamela Nash, Ph.D.
Assistant Superintendent for Secondary Schools
Madison Metropolitan School District
545 W. Dayton St.
Madison, WI 53703

July 12, 2007

Dear Dr. Nash:

On behalf of 100 Black Men of Madison, Inc., I am writing to express support for the Smaller Learning Communities Project for Madison Metropolitan School District's four comprehensive high schools. The fundamental goals of SLC schools – to create structures that provide a more personalized and inclusive environment, and to improve the academic readiness for post-secondary options of all students – are wholly consistent with our organizational purposes. In particular, we are in full support of the district's commitment to partner with community organizations to provide leadership skills development and mentoring for African American male students.

Across the country, the academic achievement gap between white and African American students has been glaringly noted. Our partnership with the school district stems from a common concern regarding that achievement gap, and the kinds of educational experiences that African American students, in particular, have in schools. As part of the mission of 100 Black Men, we are committed to empowering and motivating students to be successful learners and civic leaders. We currently partner with LaFollette High School where staff members and members of the 100 Black Men mentor students who are members of the African American Achievement Team (AAAT). Prominent African American civic leaders in the community lead discussions and activities for the students as well as provide individual mentoring.

Again, this project is in line with our goals; we fully endorse it and anticipate potential collaborative work with the high schools in the coming years. We wish you the best as you pursue the resources to do this important work.

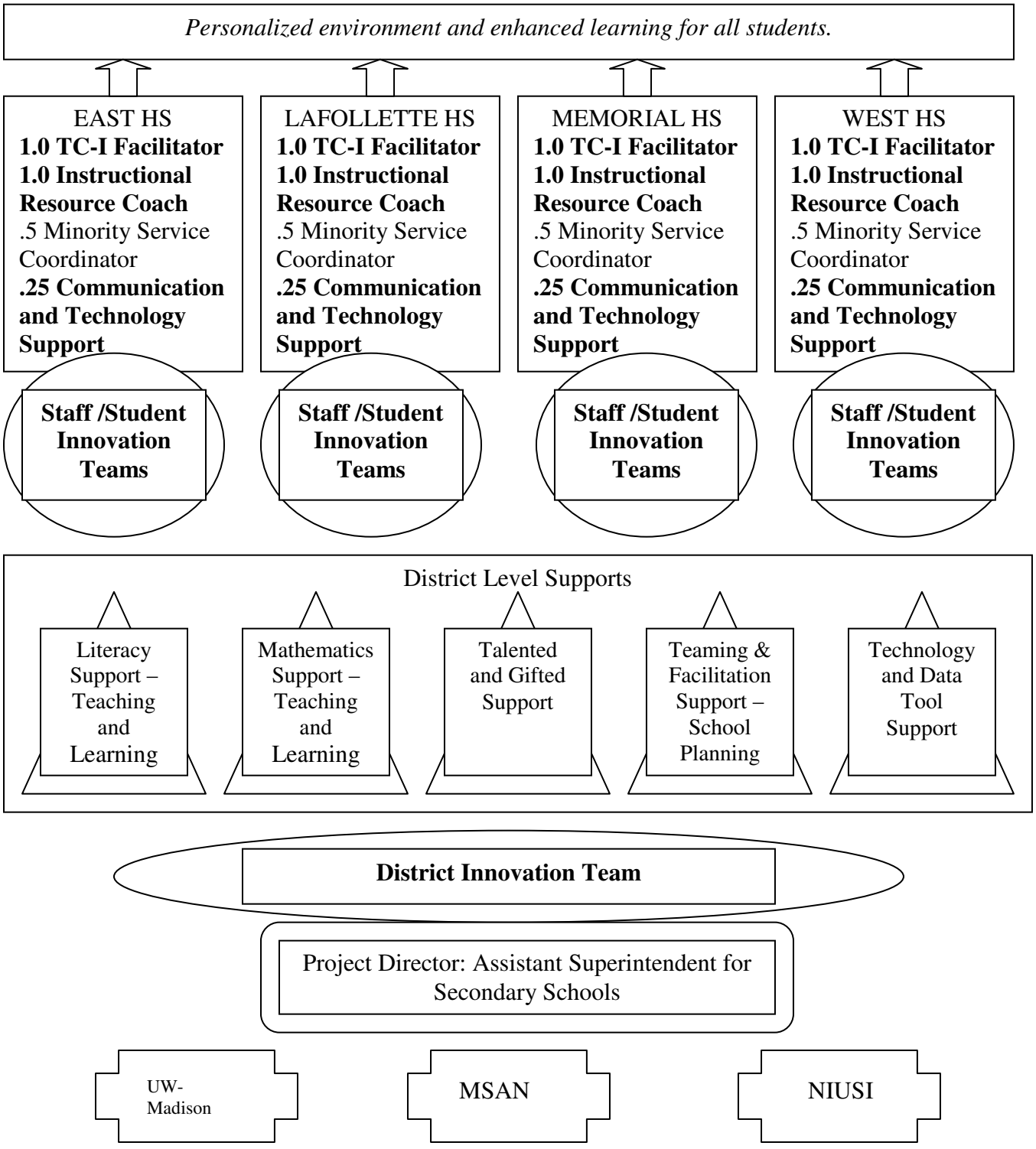
Sincerely,

Kenneth B. Black

Kenneth B. Black, President
100 Black Men of Madison, Inc.

APPENDIX K

Madison Metropolitan School District
Smaller Learning Communities Organizational Diagram:
Support Structure for Technical Assistance and Professional Development



Bold type indicates new positions or teams funded through the SLC Grant. Regular type indicates existing roles that will support the grant's proposed initiatives.

Appendix L

High School Redesign
Progress Report

Madison Metropolitan School District
June 7, 2007

Agenda

- Update on High School Redesign
  - Setting the Context and Direction
  - Progress to Date
- Smaller Learning Community Grant Opportunity
  - Purpose of SLC Grant
  - Fit with MMSD High School Redesign
  - Coordination of Timelines
- Next Steps
- Table Top discussions

The District's Mission

Our mission is to assure that every student has the knowledge and skills needed for academic achievement and a successful life.

The District's Vision

A district where

- All students have the academic and interpersonal skills to become independent learners capable of making informed decisions in our multi-cultural world.
- Race, class, disability, sexual orientation, gender, or home language of origin other than English, do not predict academic achievement.
- The learning environment is emotionally and physically safe and orderly, and the contributions of all are valued and respected.

The District's Approach

In pursuit of this vision, we will

- ❑establish and maintain a culture that builds and values relationships, engages everyone positively and creatively, and respects the contributions of all.
- ❑provide a culturally relevant, rigorous curriculum that is anti-racist, anti-biased and engages students in meaningful, real world learning through research-based instructional practices that reflect district and state academic standards.
- ❑employ and retain highly competent and diverse staff who are engaged in ongoing professional development.
- ❑use our resources efficiently and strategically.

Where Are We Now?

- Serving Many Students Well
  - Graduation Rates Increasing for All Students
  - 4 Year and 2 Year College Attendance
  - ACT Scores
  - National Merit Finalists
- Some Students Not being Successful
  - Many children of color and poverty not meeting standards
  - Graduation rates still too low for:
    - Children of color
    - Low income Students
    - Students with an IEP
  - Difficult for some students in the large comprehensive high school

Our Current High School Culture

- Totally Independent and autonomous
- Reform in their own way as individual projects
  - Smaller Learning Communities (Relationships)
  - Smaller Learning Communities (Academic)
  - Core Classes
  - 4-Block Schedule
- Individually Unique

What Do We Have to Build On?

- Strong and Competent Building Leadership
- Highly Qualified & Committed Staff
- Expert Teaching and Learning Staff
- Local Experience Reforming the Elementary Schools
- National Experts at University of Wisconsin
- Large Body of National High School Reform Literature

Why we have to change

- Jobs in 2047 – A world we can't imagine
  - Learning to Learn
  - Collaborative Work
  - Diverse Workforce
  - Global Economy
  - Other Changes - UNPREDICTABLE

Create a System of Changes

not individual projects

- The changes create a system of **best practices** in:
  - instruction
  - assessment
  - academic support and intervention
- The changes must be based on **high standards** for all students.
- The changes focus on **teaching and learning** in the classroom
  - Transition content focus to individual student focus
  - Embrace child by child approaches
  - Use multiple strategies to differentiate instruction
  - Use on-going assessments to inform instruction
- The changes are implemented and supported through an intensive focused **professional development** program

Create a System of Changes

To meet the needs of all students

We must:

- Provide:
  - academic support to students who are struggling to be successful in the typical class.
  - accelerated opportunities for students who are advanced beyond the curriculum at their chronological age
  - additional curriculum for students who are motivated to explore the curriculum deeper than the typical class
  - supportive learning strategies for ELL students to be successful in the typical classroom
  - implement Individual Educational Plans for students with disabilities in the least restrictive environment
  - a range of learning environments for students who are not successful in the large comprehensive high school
- Encourage students to access advanced work
- Differentiate in the classroom to meet a wide range of student needs in the typical curriculum

The Charge

- Undertake a comprehensive study of our current high schools through:
  - information gathering of data
  - structured focus groups with:
    - parents,
    - current and past students,
    - teaching and support staff,
    - broader community and
    - post secondary institution admission offices and employers.

The Charge . . . *continued*

- Examine high schools that have successfully engaged in reform that has:
  - increased student and parent satisfaction with the school,
  - met the needs and interests of a diverse student body through rigorous and relevant curricular offerings and
  - prepared students for life in a complex global economy.

The Charge . . . *continued*

- Synthesize this information with direction from the School Board to:
  - establish parameters that can be used to shape a vision for MMSD high schools of the future.
  - Use that vision to guide the development of a blueprint for change that will include a comprehensive professional learning and support plan.

The First Year Progress

High School Redesign Study Team

Pamela Nash, Assistant Superintendent-Secondary
Lisa Wachtel, Director-Teaching and Learning
Alan Harris, Principal-East High School
Loren Rathert, Principal-LaFollette High School (2006-07)
Joe Gothard, Principal-LaFollette High School (2007-08)
Bruce Dahmen, Principal-Memorial High School
Ed Holmes, Principal-West High School
Sally Schultz, Principal-Shabazz High School
Alan Phelps, Professor, U.W. Madison
Bruce King, Professor-U.W. Madison
Ron Lott, School Planner-MMSD
Andrea Kreft, School Planner-MMSD

High School Redesign 2006-2007

- High School Redesign Planning Committee shaped the Redesign Study Team's design and function
- Focus areas developed
  - Professional Development
  - Assessment
  - Literacy
  - Freshman/Sophomore Years
  - Student Services
  - Serving All Students
  - Minority Student Achievement
  - Transitions
  - Technology

High School Redesign 2006-2007

- Principals and school leaders participated in the NASSP Conference on HS Redesign
- Secured services of UW educational administration students to complete thorough literature review of the focus areas

High School Redesign 2006-2007

- Collected and analyzed appropriate data and presented to the Study Team
- Administered High School Survey of Student Engagement in all five high schools

Public Input to date

- Student
  - Student Senate Meeting
  - High School Survey of Student Engagement
- Parent
  - East – Vision 2012
  - West – Parent Focus Groups (June 14)
  - Memorial – Parent Focus Groups
  - LaFollette – Parent Focus Groups

High School Redesign 2006-2007

The SLC grant connection

- In May, SLC Grant opportunity opened to school districts as opposed to individual schools
- Principal input on key points from the SLC request for proposals
- Prepared for grant writing process in June

The SLC Grant

Purpose

- Promote academic achievement by creating or expanding small, safe, and successful learning environments in large high schools as part of a comprehensive effort to prepare all students to succeed in post-secondary education and careers without need for remediation after graduation.

The SLC Grant

Purpose

- Additional important aims of the grant include:
  - boosting graduation rates,
  - narrowing of success gaps for low-income students, students of color, students with disabilities, and students with limited English proficiency, and
  - boosting post-secondary enrollment, esp. in the semester following high school graduation.

The SLC Grant

Requirements

- Provide a coherent sequence of English, math and science courses that will provide students with the knowledge and skills to succeed in post secondary education and careers
- Provide tutoring and support
- Provide comprehensive guidance and academic counseling to all students and families
- Provide intensive interventions for freshmen so that skill deficits can be addressed

The SLC Grant

Requirements

- Provide professional development, coaching opportunities for collaboration so that the curriculum is rigorous and the instruction high quality
- Increase the participation of students, particularly low income students, in upper level courses
- Provide a strong pathway to post secondary education, advanced training, or registered apprenticeship programs
- Restructure in such a way that a core group of adults within the school know the needs, interests, and aspirations of each student and monitor and support that student accordingly

The SLC Grant Supports the Redesign

- The work completed in preparation for the submission and reward of a possible $5.5 million dollar Small Learning Community Grant :
  - is compatible with the ongoing high school redesign commitment
  - is designed to foster high academic achievement
  - focuses on closing the achievement gap among different groups of students,
  - promotes civic and personal growth and
  - helps create citizens who are active participants in the society in which they live
- The SLC grant aligns with major district initiatives that support and parallel high school redesign include:
  - National Institute for Urban School Improvement work on disproportionality,
  - HS/MS Leadership Institute on Inclusion,
  - SERP-MSAN, Comprehensive K-12 NSF Math Study,
  - Race and Equity work, and
  - Behavior Management Strategies

SLC Grant Writing Process

- Each school has identified a writer and a response team to work on the overall grant
- Each school has surveyed ALL of its students

SLC Writing Team

- Pamela Nash
- Lisa Wachtel
- High school principals
- Jackie Becker, English East HS
- Colleen Onsrud, Counseling LaFollette
- Jay Affeldt, Science Memorial
- Heather Lott, West
- Alan Phelps, U.W. Madison
- Bruce King, U.W. Madison
- Ron Lott MMSD
- Andrea Kreft MMSD

- Each of the four high schools will also have a response/refining/editing team of 5-6 teachers

Next Steps: High School Redesign Process in 2007-2008

- July: Smaller Learning Communities Grant due
- September:
  - District Committee will continue to oversee and provide leadership in redesign process
  - Broaden direct participation by establishing a parent /student advisory council at each high school
  - Identify specific individuals within community organizations, higher education institutions, and Madison's business community to help design partnership possibilities between our high schools and outside opportunities for education, apprenticeship, and service.

Next Steps: High School Redesign Process in 2007-2008

- October:
  - Update progress of redesign for parents, community organizations, and students at each high school
- November:
  - Write 1st draft of redesign
- December:
  - 1st draft of redesign to the BOE
- January-February:
  - feedback gathered from all constituent groups. Design refined, reworked.
- March:
  - Formulate professional development plan for redesign
- April:
  - Final draft to the BOE

APPENDIX M

SLC Literature Reviewed in Preparation and Planning of Initiatives

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SMALLER LEARNING COMMUNITIES: INITIATIVES MAP FOR MMSD HIGH SCHOOLS

Goal #1: All high schools will elevate the academic performance and graduation and post-secondary enrollment rates of all students, especially Black, Hispanic, and low-income students.		
Objectives	**How will all schools address these objectives?**	
1.1 Academic Achievement: Proficiency/advanced levels for Black, Hispanic, and low-income students will increase each year in each of the core content areas (reading/ English language arts, math, science, and social studies). **1.2 Advanced Coursework and College Preparation:** All students, especially Black, Hispanic, and low-income students, will increase participation rates in advanced and college prep classes each year at each school. **1.3 Graduation Rate:** By the end of year five, graduation and post-secondary enrollment rates for Black, Hispanic, and low-income students at each school will have increased by 20% over the school's baseline. **1.4 Post-secondary Acceptance and Continuation:** By the end of year five, acceptance and continuation rates for Black, Latino, and low-income students from each high school at 4-year colleges/universities, 2-year colleges, and technical schools will have increased by 20% over the baseline rates. **1.5 Individualized Planning:** All students, especially Black, Hispanic, and low-income students) will develop individualized plans that prepare them for advanced coursework and post-secondary education and/or career training without the need for remediation. Comprehensive guidance and academic advising will provide support to students and families in course selection and planning programs of study, leading to greater post-secondary success.	***Existing Initiatives Addressing SLC Goals*** • **Developmental Guidance Curriculum** • **Vertical Teaming** • **AERO** • **CRIS** • **Project Excel** • **MATC Pre-Collegiate Program** • **Dual-credit Opportunities** • **PEOPLE Program** • **Project Lead-the-Way**	***New Initiatives Addressing SLC Goals*** • **Adult Mentoring and Planning** • **Team Teaching** • **Aspira** • **National Governors Grant: Expanded AP Preparation for Minority Students** • **AVID** • **Wisconsin's Youth Options**

Goal #2: All high school staff will effectively deliver academically rigorous curriculum and instruction, and enhance their capacity to do so through professional development opportunities, support structures, peer collaboration, and designated roles like coaches.		
Objectives	**How will all schools address these objectives?**	
2.1 Curriculum and Instruction: Staff will improve the quality of instruction through regularly scheduled and systematically-planned articulation meetings between middle and high school staff, increased peer collaboration and instructional support from team and departmental meetings, coaching, and other roles. **2.2 Professional Development:** Staff will gain new knowledge and skills in curriculum and instruction through well-designed professional development. **2.3 District-wide Supports:** Centralized supports and cross-school learning will provide impetus and ideas for improved instruction.	***Existing Initiatives Addressing SLC Goals*** • **Professional Development: Curriculum Articulation** • **Professional Development: Team Teaching, Collaboration, and Inclusion** • **University/College Partnerships**	***New Initiatives Addressing SLC Goals*** • **Professional Development: Teaching Diverse Learners** • **Technology Training and Support (IC, SIMS, Web Design, etc.)** • **Instructional Resource Coaches** • **TC-I Facilitators** • **Cross-school Learning Networking**

Goal #3: All high schools will develop systemic early interventions that help students attain proficiency in reading/English language arts and mathematics by the end of tenth grade.		
Objectives	**How will all schools address these objectives?**	
3.1 Freshman Transition: Entering ninth graders will experience greater academic and social success through designed supports. **3.2 Early Interventions:** Through use of enhanced student monitoring systems, teams of staff will design and implement effective interventions for struggling students. **3.3 Targeted Support:** Students who need additional support in order to succeed in rigorous and advanced coursework will be supported through special programming, strategies, and specific staff.	***Existing Initiatives Addressing SLC Goals*** • **Building Intervention Team** • **Middle School Transition Profiles** • **Enhanced Freshman Orientations** • **Infinite Campus: Reports** • **Peer Mentoring and Tutoring** • **After-school Academic Supports** • **Read 180** • **Summer School**	***New Initiatives Addressing SLC Goals*** • **Freshman Advisories** • **Freshman Core Programs** • **SIMS** • **EXPLORE Testing** • **Academic Support Centers (Writing, Math, Literacy, ELL, etc.)** • **Study Hall Reform** • **Academic Youth Development** • **Freshman Study Support Structures**

Goal #4: All high schools will create environments that foster student connections to adult staff, improved means of monitoring student progress, and provide academic and other supports when needed.		
Objectives	**How will all schools address these objectives?**	
4.1 Creating Personalized Environments: Provide a more intimate structure that ensures adult awareness of student needs. **4.2 Relationships:** Increase the quality of staff-student and student-student relationships, resulting in a stronger sense of connectedness to the school. **4.3 School-home Communication:** Improve the quality and timeliness of communication between school and home. **4.4 Attendance:** Increase the attendance rates of all student sub-groups to meet or exceed the district's 94% standard. **4.5 Suspension and Expulsion:** Reduce the suspension and expulsion rates of Black, Hispanic, and low-income students. **4.6 Monitoring systems/supports:** Improve means of monitoring student progress and creating supports b through technological tools and collaborative teams.	***Existing Initiatives Addressing SLC Goals*** • **Smaller Learning Community Models – Memorial HS and West HS** • **Building Intervention Teams** • **District-wide Attendance Improvement Initiative** • **Infinite Campus Reporting - Reports** • **Professional Development: *Above the Line* Strategies**	***New Initiatives Addressing SLC Goals*** • **Smaller Learning Community Models – East HS and LaFollette HS** • **Personal Education Plan** • **Goal Setting Conferences** • **Infinite Campus - Parent Portal Technology** • **Detention Reform: Restorative Practices**

APPENDIX O

Smaller Learning Communities Structures for 2007-08

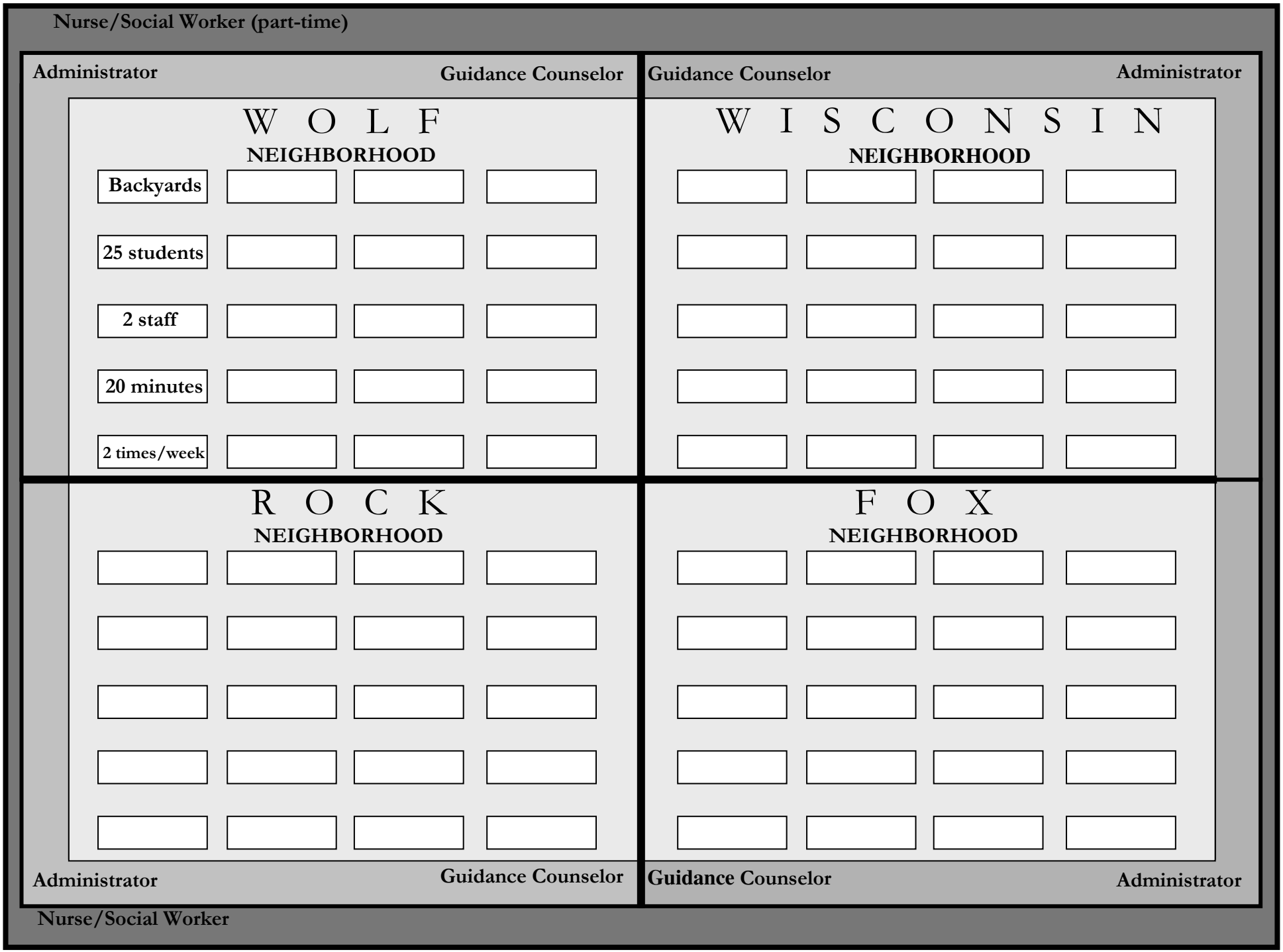
East High School SLC Model

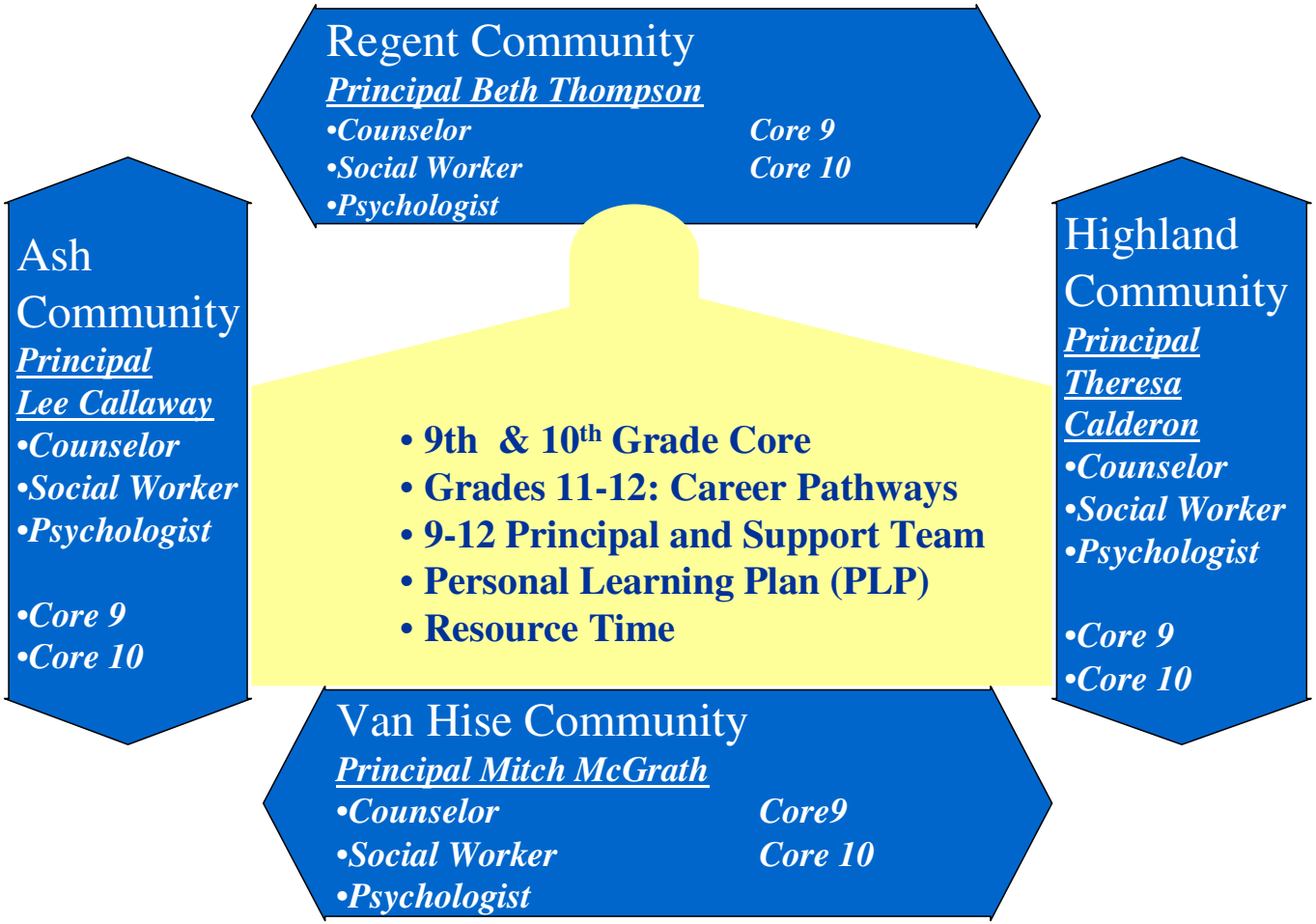
Purple Community		Gold Community	
Students Alpha A-L	Students Alpha M-Z	Students Alpha A-L	Students Alpha M-Z
• 3.5 Guidance Counselors • 1.0 Psychologist • .5 Nurse • 1.5 Social Worker • Assistant Principal • ELL Counselor • Minority Services Coordinator		• 3.0 Guidance Counselors • 1.0 Psychologist • 1.0 Nurse • 1.0 Social Worker • Assistant Principal • ELL Counselor • Minority Services Coordinator	

LaFollette High School SLC Model

Four Block/Freshman Academy			
Freshman Year	Sophomore Year	Junior Year	Senior Year
Freshman Academy	Block 1	Block 1	Block 1
Block 2	Block 2	Block 2	Block 2
Block 3	Block 3	Block 3	Block 3
Block 4	Block 4	Block 4	Block 4
• Adult mentoring will occur through homerooms • Advisories will meet on a regular basis • Advisors will work with students to develop a four year plan.	• Longer time periods provide more continuous work with teachers and content. • Classes change every nine weeks.	• Longer time periods provide more continuous work with teachers and content. • Classes change every nine weeks.	• Longer time periods provide more continuous work with teachers and content. • Classes change every nine weeks.

Memorial High School SLC Model: Neighborhood System





West High School SLC Model

APPENDIX P

Madison Metropolitan School District
Smaller Learning Communities Grant

SLC Project Management Plan

Implementation Timetable						
KEY: **Personnel: PM = Project Director, SF = School Facilitator, IRC = Instructional Resource Coach, CTS = Communication and Technology Support, BP = Building Principal(s), SST = Support Staff Team, MSC = Minority Services Coordinators** **Stages of Implementation: E = Existing, to be expanded or coordinated # = Year of implementation**						
Initiative	**Key Personnel Responsible**	**Year One**	**Year Two**	**Year Three**	**Year Four**	**Year Five**
SLC Structure Models	BP, SF, and PM	1	2	3	4	5
Building Intervention Teams	BP, SF, and SST	E	E	E	E	E
Adult Mentoring and Planning	SF	1	2	3	4	5
Middle School Transition Profiles	BP, SF, and SST	1	2	3	4	5
Enhanced Freshman Orientations	BP, SF, and SST	E	E	E	E	E
Freshman Advisories/Core Programs	BP, SF, and IRC	1	2	3	4	5
Developmental Guidance Curriculum	SF working with Support Staff Teams	E	E	E	E	E

Implementation Timetable

KEY:
Personnel: PM = Project Director, SLCF = SLC Facilitator, IRC = Instructional Resource Coach, CTS = Communication and Technology Support, BP = Building Principal(s), SST = Support Staff Team, MSC = Minority Services Coordinators
Stages of Implementation: E = Existing, to be expanded or coordinated # = Year of implementation

Initiative	Key Personnel Responsible	Year One	Year Two	Year Three	Year Four	Year Five
District-wide Attendance Improvement Initiative	BP working with Support Staff Teams	1	2	3	4	5
Personal Education Plan	SF and SST	1	2	3	4	5
Goal Setting Conferences	SF and SST	-	1	2	3	4
Infinite Campus Reports	CTS	E	E	E	E	E
Infinite Campus Parent Portal	CTS and BP	1	2	3	4	5
Student Information Monitoring System (SIMS)	CTS, SF, and BP	-	1	2	3	4
EXPLORE Testing	SF working with Student Support Teams	-	1	2	3	4
Detention Reform/ Restorative Practices	BP, SF, and SST	1	2	3	4	5
Peer Mentoring and Tutoring	SF	-	1	2	3	4

Implementation Timetable

KEY:
Personnel: PM = Project Director, SLCF = SLC Facilitator, IRC = Instructional Resource Coach, CTS = Communication and Technology Support, BP = Building Principal(s), SST = Support Staff Team, MSC = Minority Services Coordinators
Stages of Implementation: E = Existing, to be expanded or coordinated # = Year of implementation

Initiative	Key Personnel Responsible	Year One	Year Two	Year Three	Year Four	Year Five
Academic Support Centers	SF and BP	1	2	3	4	5
After-school Academic Supports	SF and BP	E	E	E	E	E
Study Hall Reform	SF and BP	-	1	2	3	4
Team Teaching	IRC and SF	E	E	E	E	E
Vertical Teaming	IRC and SF	-	1	2	3	4
Academic Youth Development	IRC, SF, and MSC	-	-	1	2	3
Read 180	IRC	E	E	E	E	E
Freshman Study Support Structures	SF and IRC	-	1	2	3	4
AERO	SF and Support Staff	E	E	E	E	E
CRIS	SF and Support Staff	E	E	E	E	E
PD: Curriculum Articulation	IRC	1	2	3	4	5
PD: Team Teaching, Collaboration, and Inclusion	IRC	1	2	3	4	5

Implementation Timetable

KEY:
Personnel: PM = Project Director, SLCF = SLC Facilitator, IRC = Instructional Resource Coach, CTS = Communication and Technology Support, BP = Building Principal(s), SST = Support Staff Team, MSC = Minority Services Coordinators
Stages of Implementation: E = Existing, to be expanded or coordinated # = Year of implementation

Initiative	Key Personnel Responsible	Year One	Year Two	Year Three	Year Four	Year Five
PD: Teaching Diverse Learners	IRC	1	2	3	4	5
PD: Above the Line Strategies	IRC	1	2	3	4	5
PD: Technology Training/Support	CTS and IRC	1	2	3	4	5
Cross-school Learning Networks	SF and IRC	1	2	3	4	5
Project EXCEL	SF and MSC	E	E	E	E	E
Aspira	SF and MSC	E	E	E	E	E
MATC Pre-collegiate Program	IRC and MSC	E	E	E	E	E
National Governor's Grant	IRC	E	E	E	E	E
Dual Credit Opportunity	IRC and SST	E	E	E	E	E
PEOPLE Program	BP and MSC	E	E	E	E	E
AVID	IRC	1	2	3	4	5
Project Lead the Way	IRC	E	E	E	E	E
Wisconsin Youth Options	SF and Support Staff	E	E	E	E	E

Madison Metropolitan School District
SLC Project Funded Position Descriptions

The MMSD's SLC proposal describes three positions that will be funded through the grant. The first two positions – the School Facilitator and the Instructional Resource Coach – are full-time positions at each of the four high schools. The third position – Communication and Technology Support – will be a position that is shared between the four schools. The following position descriptions help clarify these roles and prepare us to hire personnel if our proposal is funded.

TC-I (School) Facilitators

Position Description: Demonstrated leadership experience in organizing and facilitating strategic planning activities; demonstrated experience in the ability to lead teams of instructional staff; experience in successful consultation and staff development processing with staff teams and individuals; demonstrated knowledge of effective best practices in schools with diversity, concentrations of poverty, and ELL populations; knowledge and experience in coordinating data collection, analysis, and evaluation of school systems and structures; demonstrated skills in working with diverse student and parent populations to build strong school-home partnerships.

The successful candidate has experience and knowledge to apply a variety of skills in a *teacher leader* role, working closely with principals and staff, central office supports, and the Assistant Superintendent for Secondary Schools, to support the implementation of the SLC Project's structures and practices.

Required Certification: Teaching or Pupil Services areas.

Instructional Resource Coach

Position Description: Demonstrated leadership experience in organizing and supporting an array of professional development initiatives for school staff; demonstrated capacity to provide collaborative, job embedded professional development to staff; demonstrated experience and knowledge in planning meaningful and effective professional development trainings; demonstrated skill in facilitating staff team in collaborative planning and problem-solving; demonstrated abilities in coaching and consulting individual staff toward best practices in curriculum and instruction; demonstrated skills in organizing materials and applying technological tools to increase staff efficiency; demonstrated capacity to work with centralized and outside expertise, bringing knowledge of effective practices to a school staff.

The successful candidate has experience and knowledge to apply a variety of skills in a *teacher leader* role, working closely with principals and staff, central office supports, and the Assistant Superintendent for Secondary Schools, to support the implementation of the SLC Project's structures and practices.

Required Certification: Teaching or Pupil Services areas.

Communication and Technology Support

Position Description: Demonstrated leadership experience in organizing and supporting the implementation of communication and technology tools with school staff; demonstrated ability to provide large group training, team support, and individual consultation and coaching; demonstrated knowledge of district technological innovations, web site design, Infinite Campus, Student Information Monitoring System (SIMS), and data tools; demonstrated capacity to problem solve and creatively design systems to enhance communication among staff, students, and between the school and home.

The successful candidate has experience and knowledge to apply a variety of skills in a *teacher leader* role, working closely with principals and staff, central office supports, and the Assistant Superintendent for Secondary Schools, to support the implementation of the SLC Project's structures and practices.

Required Certification: Teaching or Pupil Services areas.

APPENDIX R

Madison Metropolitan School District
Smaller Learning Communities Grant

SLC Key Positions' Qualifications

Dr. Pamela Nash – Project Director

Dr. Bruce King – Project Evaluator

Pamela J. Nash

1621 Capital Avenue
Madison, Wisconsin 53705
608 663-1635 (w)
608 238-7686 (h)

Professional Experience

Assistant Superintendent-Secondary
Madison Metropolitan School District
July 2005-present

Duties

- Provide direction and coordination to all eleven middle schools and four comprehensive high
- schools
- Oversee all athletic programs in MMSD
- Oversee all guidance counselors and guidance program development
- Develop and monitor all budgetary aspects relating to the secondary schools
- Design and provide ongoing professional development and coaching support to all principals and assistant principals
- Design and implement new organizational structures, teaching methodologies, efficiencies, and assessments
- Oversee annual school improvement plans and processes for all 16 schools
- Member of senior management team and instructional council which oversees all aspects of district management
- Collaborate with district safety and security office
- Monitor athletic budget, and hear all athletic appeals
- Parent complaint office
- Collaborate with director of equity and diversity
- Provide direction regarding development of standards based grading and report card system
- Provide design and implementation plan for 6-12 career guidance program
- Appeal officer for suspensions and expulsions
- District sabbatical committee
- Evaluate all principals annually

Accomplishments

- Led successful redesign of middle schools to provide consistency and increase academic rigor
- Streamlined school improvement process
- Designed and implemented ongoing, structured professional development for all principals
- Current in charge of a high school reconceptualization process for the four large high schools
- Member of interorganizational committee from Dane County Social Services, Madison Police Department, Juvenile Justice System
- Established partnership and funding with U.W. School of Education for high school redesign project

Principal

- James Madison Memorial High School
- Madison, Wisconsin
- July 1998 – July 2005

Duties

- Provided direction and coordination of all facets of a comprehensive high school of 2200 students and 280 staff
- Supervised four assistant principals and athletic director
- Planned and implemented building budget
- Oversaw staffing and master schedule
- Supervised disbursement of all monies
- Represented school on Big 8 Athletic Board
- Established and maintained PTO and other parent groups
- Oversaw physical plant
- Assisted Asst. Superintendent to oversee school counselors district wide

Accomplishments

- Coordinated the writing of an USDOE Smaller Learning Communities Grant
- Received $438,000 grant to restructure the high school into four "neighborhoods" that focused on relationships
- Established Memorial as a Professional Development School with U.W. Madison School of Education
- Received Distinguished Service Award 2002 from Madison Metropolitan School District
- Established strong working relationship with Madison Police Department
- Reorganized Instructional Cabinet to make it a decision-making body rather than an advisory one
- Established school-wide respect theme
- Established faculty involvement in landscaping and courtyard plantings
- Promoted assignment notebooks for all students and its use as hall pass
- Re-established PTO and made communication its main goal
- Supported curricular change in social studies to include World History
- Engineered intensive examination of 9th grade Core Program and Integrated Science Program and eliminated pre-algebra as an entry level course
- Facilitated meeting between feeder middle school math teachers and Memorial staff
- Promoted anti-harassment as school wide goal
- Served on Principal Institute planning committee, grant writing committee for Federal safety grant, and teaching and learning coordinating committee, comprehensive framework committee, 8th grade retention committee, EEN/ESL allocation committee, numerous district interview committees, administrator evaluation revision committee
- Promoted attention to the effect of environment on learning. Added color, murals, floor tiles, comfortable study spaces
- Served as President of Big 8 Athletic Board

Principal

Craig High School
Janesville, Wisconsin
July 1996 - July 1998

Duties

- Provided direction and coordination of all facets of a comprehensive high school of 1,650 students
- Supervised three assistant principals
- Planned and implemented building budget
- Oversaw staffing and master schedule
- Supervised disbursement of all monies
- Coordinated nine early release in-service days for staff
- Represented school on Big 8 Athletic Conference Board
- Wrote monthly newsletter
- Met with PTO both morning and evening meeting times
- Chaired Instructional managers meetings
- Oversaw the physical plant and grounds. Added Japanese Garden
- Served on district Supervision and Evaluation Committee, Art Curriculum Committee, Talented and Gifted Committee, Superintendent's Advisory Council, Secondary Cluster Committee, Diversity Committee

Accomplishments

- Coordinated painting of lockers and hallways to improve physical plant
- Reorganized clerical staff
- Managed budget to provide a carry-over fund
- Reorganized instructional managers
- Formed five working committees for improvement where every faculty member was on at least one committee
- Piloted alternative supervision and evaluation program for faculty
- Promoted new approaches to deal with littering, vandalism, graduation, prom, and homecoming
- Added parent member to Building Continuous Growth Committee
- Required World of Difference training for staff
- Designed technology training for all staff
- Sent staff out to other districts to observe and learn
- Gave every student a combination student handbook and planner
- Rewrote student hand book
- Reinstated a faculty handbook
- Initiated dialogue to restructure 9th grade

Acting Principal

James Madison Memorial High School
Madison, Wisconsin
September 1995 - January 1996

Duties

- Provided direction and coordination of all facets of a high school of 1,600 students
- Supervised three assistant principals and athletic director
- Attended district leadership team meetings
- Represented school on the Big 8 Athletic Conference Board
- Supervised disbursement of all monies

- Began budget and curricular planning for 1996-1997 school year
- Met with PTSO, Parent s of Minority Students, Instructional Cabinet, Faculty Senate
- Planned and facilitated two in-service days

Assistant Principal
James Madison Memorial High School
Madison, Wisconsin
August 1990 - June 1996

Duties

- Provided direction and coordination for all facets of specific grade level of approximately 400 students
- Supervised and evaluated the English Department, Learning Disabilities Department, Emotionally Disturbed Department, Family and Consumer Education Department and Student Support Services
- Supervised the custodial staff and coordinated all aspects of the physical plant, including budget
- Represented the administration on the athletic board
- Supervised all extra-curricular clubs and activities
- Represented high school on district alcohol & other drug abuse coordinating council

Accomplishment

- Wrote a successful application for the Blue Ribbon Schools program, which resulted in recognition of Memorial High School as a National School of Excellence
- Provided leadership and coordination to a ninth grade restructuring pilot, which now is used across the entire grade and is being piloted at another Madison High School
- Chaired district task force on 8^{th} to 9^{th} grade transition
- Assisted a colleague to establish Arts & Humanities Day, which brings community speakers into the high school
- Established career and self-esteem counseling groups for African-American females
- Served as high school member of district contract negotiating team
- Reestablished a student council
- Facilitator for district classroom action research group

Wisconsin Department of Public Instruction
Acting Director, Bureau of Pupil Services and Alcohol & Drug Programs
March 1990 - July 1990
Chief, Pupil Services Team Section March 1989 -March 1990

Duties

- Provided leadership, coordination, and direction to the program areas of School Counseling, School Nursing, School Psychology, School Social Work, AIDS Prevention Education, Human Growth and Development, School Age Parents, Education of Homeless Children and Youth
- Supervised, coordinated, and directed the work of assigned section staff
- Provided assistance to the bureau director in carrying out the goals and mission of the section, bureau, division and department
- Provided expert supervising, consultative and leadership activities designed to improve and/or expand comprehensive pupil services programs in the state public schools

Accomplishments

- Compilation of all Wisconsin laws and rules that require districts to respond in a programmatic fashion
- Conceptualization of a prevention education model for pupil services
- Member of assistant state superintendent's on a state report card
- Member of state superintendent's committee on transcripts
- Initiated dialogue among section members to promote coordinated pupil services team model
- Wrote and administered $500,000 grant from U.S. Department of Education, Secretary's Fund for Innovation in Education, "Comprehensive Health Education and Pupil Services: An Integrated Team Approach"
- Member of Milwaukee Public Schools Task Force on Integrating Student Services and Family Support Services

Consultant - Counseling and Guidance
Wisconsin Department of Public Instruction
January 1986 - March 1989

Duties

- Provided expert supervisory, consultative and leadership assistance to LEAs and universities regarding the preparation, certification and work of school counselors
- Administered federal funds for expanding school guidance programs; conducted systematic evaluation of the effectiveness of these programs and prepared and disseminated appropriate information
- Supervised guidance internship program and coordinated yearly internship conference

Accomplishments

- Wrote "School Counseling Program: A Resource and Planning Guide"
- Formulation of dissemination and implementation plans for K-12 developmental model
- Administration of Carl Perkins Vocational Education Act grant applications for the 1985 - 1986 (evaluation) and the 1986 - 1987 (awards)
- Update of counselor sex-age survey and survey of counselor preparation programs
- Planned and wrote two state-level grants for Carl Perkins monies
- Served on WCIS advisory board and planning committee for 1987 career conference
- Completed vocational guidance section of new state business education curriculum
- Member of P14 revision committee, Education for Employment Rules Committee and Education for Employment Technical Assistance Team

Administrative Apprentice
Madison East High School
January - June 1985

Duties

- Assisted the principal of Madison East High School in whatever manner deemed appropriate; became knowledgeable about the day-to-day operations of the school and familiar with the staff, the budgeting process and the plant operation

Accomplishments

- Surveyed all Wisconsin high schools of 1,500 + regarding comprehensiveness of curriculum offerings

Teaching Assistant
Department of Educational Administration
University of Wisconsin - Madison
1984 -1986

Duties
- Assisted in the development of materials and exams for two educational administration courses; assisted in the grading of all exams and other written work

Accomplishments
- Assisted in the writing of a project grant application to the U.S. Department of Education, Comprehensive Program Fund for the Improvement of Postsecondary Education, concerning internships for educational administration certification
- Made and recorded observations for a year-long ethnographic study of the superintendence

Educational Specialist 2
Wisconsin Department of Public Instruction
May 1984 - January 1985

Duties
- Limited-term employment to research, manage and write a model for state-wide dissemination on developmental guidance K-12

Accomplishments
- Wrote a document that encompassed the research in the field and input of a 25-member committee appointed by State Superintendent Herbert J. Grover

Mayor
City of Evansville, Wisconsin
1983 - 1984

Duties
- Chief executive officer for south central Wisconsin community of 3,000; responsibilities included administration and development of $1 million budget; creation of economic development plans; appointment of key city positions; overseeing city staff; implementation of city ordinances; and establishment of long-range goals and objectives

Accomplishments
- Reorganization of city hall personnel to provide more effective services at equal cost
- Creation of budgetary funds earmarked for economic development
- Engineered switch to self-insurance program for city employees which resulted in $15,000 savings in first year
- Worked with school district to obtain artist-in-residence grant

Council Member
City of Evansville, Wisconsin
1977 - 1983

Duties

- Member of six-person City Council; chairwoman of Finance, Water & Light, Ordinance & Park Board Committees; responsible for budget preparation for city and municipal utility; member of Public Safety Board Historic Preservation Commission and Eager Free Public Library Board; council president, 1982 - 1983; chief negotiator for contract settlements, 1981 - 1984

Accomplishments

- Established consistent use of public hearings for ordinance adoption; wrote grant funding by CETA to allow learning-disabled student to paint a mural of the history of Evansville on the walls of City Hall

Graduate Assistant
Guidance Institute for Talented Students
University of Wisconsin - Madison
1982 - 1984

Duties

- Coordinator of on-campus visits by gifted Wisconsin high school students; responsible for research related to in-service programming concerning gifted education and career awareness

Accomplishments

- Developed and wrote "Career Awareness Across the Life Span," an in-service model for teachers, administrators, counselors, parents and other adults; presented the in-service to educational teams in 10 of the new CESA districts; contributed articles to two monographs published for GIFTS symposium

Teacher, Learning Disabilities and Emotionally Disturbed
Evansville High School, Evansville, Wisconsin
1979 - 1981

Duties

- Taught and planned curriculum for secondary school students; supervised one full-time aide; advised or coached student council, forensics and drama, vice president of teachers' union

Accomplishments

- Developed school/community-based job experience program for EEN students

Teaching Aide
Evansville High School, Evansville, Wisconsin
1978 - 1979

Duties

- Assisted special education teacher with students discipline, curriculum development, tutoring and material development; advised student council; co-directed musical

Accomplishments

- Developed EEN student study guide for Western History class; developed contracts as a form of student behavior management

Education

- Ph.D. in Educational Administration
  University of Wisconsin - Madison, 1989

- M.S. in Counseling and Guidance
  University of Wisconsin - Madison, 1982

- B.S. in Performing Arts/Speech (Teaching Certification)
  Edgewood College, Madison, Wisconsin, 1976

- La Crosse Central High School, La Crosse, Wisconsin, 1966

Honors

- University of Wisconsin PEOPLE Program Administrator Award, 2005

- Distinguished Service Award
  Madison Metropolitan School District, 2002

- President
  Association of Madison School Administrators, 1994

- Administrator's Award
  Parents of Minority Students at Memorial High School, 1991

- Research and Writing Award
- Wisconsin School Counselors Association, 1990

- Vice Chair, Executive Board
  Wisconsin Career Information System, 1986

- President
  Educational Administration Student Association
  University of Madison - Wisconsin, 1985

- Executive Legislative Committee
  Wisconsin League of Municipalities, 1984

- Outstanding Young Individual
  Evansville Jaycees, 1982

Publications

"The Wisconsin Developmental Guidance Model - Education Innovation - A Wisconsin Case Study"
Unpublished doctoral dissertation, 1989

"Resources for Educational Equity, Guidance and Counseling"

Garland Publishing, New York, 1988 (Ed., Froschl and Sprung)

School Counseling: A Resource and Planning Guide"
Wisconsin Department of Public Instruction, 1986

Certification

Wisconsin
04 - District Administrator
10 - Supervisor/Coord. /Dir.Of Instruction (K-12)
51 - Principal (Pre-K-12)
27 - Secondary (Grades 7-12)
22 - Prekindergarten through Grade 12
966 - School Counselor
325 - Theater
320 - Speech Communication

References

Art Rainwater
Superintendent
Madison Metropolitan School District
545 West Dayton
Madison, Wisconsin 53703
608-663-1607

Dr. Thomas Evert
District Administrator
School District of Janesville
527 South Franklin Street
Janesville, Wisconsin 53545
608-758-6400

Wisconsin Department of Public Instruction
125 South Webster
Madison, Wisconsin 53707
608-266-8960

VITA

M. BRUCE KING

1188 Educational Sciences Building
Department of Educational Leadership and Policy Analysis
University of Wisconsin-Madison
1025 West Johnson Street
Madison, WI 53706 USA

(608) 263-4769 (o)
(608) 265-3135 (fax)
mbking1@wisc.edu

EDUCATION

Doctor of Philosophy, Department of Curriculum & Instruction, University of Wisconsin-Madison; 1994.

Masters of Science, Department of Curriculum & Instruction, University of Wisconsin-Madison; 1983.

Bachelor of Arts, University of Wisconsin-Madison; 1975.

Wisconsin Teaching License for Broadfield Social Studies (History emphasis), grades 7-12; Reading Teacher, K-12; and Reading Specialist, K-12.

PROFESSIONAL EXPERIENCE

Faculty Associate, Department of Educational Leadership and Policy Analysis, University of Wisconsin-Madison; February 2006 – present.

External Evaluator, West High School, Madison, WI, Small Learning Communities Restructuring Initiative, September 2003 – August 2006.

Researcher, System-Wide Change for All Learners and Educators (SCALE), Wisconsin Center for Education Research, University of Wisconsin-Madison; June 2003 – June 2006.

Principal Investigator, Research Institute on Secondary Education Reform for Youth with Disabilities (RISER), Wisconsin Center for Education Research, University of Wisconsin-Madison; October 1998 – September 2003.

Co-Director and Researcher, Study of Professional Development to Build School Capacity: The Influence of Districts and States, Wisconsin Center for Education Research, University of Wisconsin-Madison; September 1998 – August 2000.

Researcher, Study of Professional Development to Build Organizational Capacity in Low Achieving Schools: Promising Strategies and Future Challenges, Wisconsin Center for Education Research, University of Wisconsin-Madison; September 1996 - June 2000.

Case Study Researcher, National Evaluation of Library Power, Department of Library & Informational Studies, University of Wisconsin-Madison, August 1995 - May 1996; April 1997.

University Supervisor, Middle/Secondary Social Studies, Department of Curriculum & Instruction, University of Wisconsin-Madison; January 1996 - June 1996.

Research Associate/Project Assistant, Center on Organization and Restructuring of Schools, Wisconsin Center for Education Research, University of Wisconsin-Madison; October 1990 - June 1996.

Associate Lecturer, Teaching Elementary/Middle Social Studies, Department of Curriculum & Instruction, University of Wisconsin-Madison; January - May 1991.

Project Assistant, National Center on Effective Secondary Schools, Wisconsin Center for Education Research, University of Wisconsin-Madison; June 1988 - October 1990.

University Supervisor, Elementary Reading & Language Arts Practicum, Department of Curriculum & Instruction, University of Wisconsin-Madison; August 1987 - May 1988.

Teacher and Reading Specialist (K-6), American School of Quito, Ecuador; September 1986 - July 1987.

Teacher and Reading Specialist, Watertown Unified School District, Watertown, WI. Social Studies and Reading, grades 10-12, August 1982 - June 1986. Social Studies and Reading, grades 7-12; August 1979 - June 1982.

Program Associate, Urban Concerns Workshop, Inc., St. Paul, MN. Director of political education programs for secondary students; December 1976 - June 1978.

PUBLICATIONS

JOURNAL ARTICLES

M.B. King & F.M. Newmann. "Successful Professional Development Must Consider School Capacity." *Journal of Staff Development*, 25 (1), 26-30, 2004.

J.H. Gunn & M.B. King. "Trouble in Paradise: Power, Conflict, and Community in an Interdisciplinary Teaching Team." *Urban Education*, *38* (2), 173-195, 2003.

P. Youngs & M.B. King. "Principal Leadership for Professional Development to Build School Capacity." *Educational Administration Quarterly*, *38* (5), 643-670, 2002.

M.B. King. "Professional Development to Promote Schoolwide Inquiry." *Teaching and Teacher Education*, 18, 243-257, 2002.

M.B. King & F.M. Newmann. "Building School Capacity through Professional Development: Conceptual and Empirical Considerations." *International Journal of Educational Management*, 15 (2), 2001.

F.M. Newmann, M.B. King, & P. Youngs. "Professional Development that Addresses School Capacity: Lessons from Urban Elementary Schools." *American Journal of Education*, 108 (4), 2000.

M.B. King & F. M. Newmann. "Will teacher learning advance school goals?" *Phi Delta Kapan*, 81 (8), 2000.

F.M. Newmann, M.B. King, & M. Rigdon. "Accountability and School Performance: Implications from Restructuring Schools." *Harvard Educational Review*, 67 (1), 1997. Reprinted in *Cool Thinking on Hot Topics: A Research Guide for Educators*. Cambridge, MA: Harvard Educational Review, 1998.

M.B. King. "Disciplining Teachers." *Education and Society*, 13 (2), 1995.

M. Berends & M.B. King. "A Description of Restructuring in Nationally Nominated Schools: Legacy of the Iron Cage?" *Educational Policy*, 8 (1, March), 1994.

M.B. King. "Locking Ourselves In: National Standards for the Teaching Profession." *Teaching and Teacher Education*, 10 (1, January), 1994.

J.G. Ladwig & M.B. King. "Restructuring Secondary Social Studies: The Association of Organizational Features and Classroom Thoughtfulness." *American Educational Research Journal*, 29 (4, Winter), 1992.

M.B. King. "Leadership Efforts that Facilitate Classroom Thoughtfulness in Social Studies." *Theory and Research in Social Education*, 19 (4, Fall), 1991.

BOOKS, CHAPTERS, REVIEWS, RESEARCH BRIEFS

D. Carmichael & M.B. King. *Advancing Authentic Intellectual Work in Schools* (tentative). In preparation.

F.M. Newmann, M.B. King, & D. Carmichael. *Authentic Instruction and Assessment: Common Standards for Rigor and Relevance in Teaching Academic Subjects* (tentative). In preparation.

M.B. King , J.L. Schroeder & D. Chawszczewski. "Authentic Assessment and Student Performance in Inclusive Secondary Schools," in F. W. Parkay, E. J. Anctil, & G. J. Hass (Eds.) *Curriculum planning: A contemporary approach, 8th edition*. Boston: Allyn & Bacon, 2006.

M.B. King. "School and District Level Leadership for Teacher Workforce Development: Enhancing Teacher Learning and Capacity." In M. A. Smylie & D. Miretzky (Eds.). *Developing the teacher workforce, 103rd Yearbook of the National Society for the Study of Education* (pp. 303-325), 2004.

M.B. King, P. Youngs, & J.G. Ladwig. "Capacity Building through Collaborative Professional Development." In F. Crowther (Ed.), Teachers as leaders in a knowledge society. Australian College of Educators Yearbook (pp. 44-54). Deakin, ACT: Australian College of Educators, 2003.

J.G. Ladwig, & M.B. King. "Quality Teaching in NSW Public Schools: An Annotated Bibliography." Sydney: State of New South Wales, Department of Education and Training. June 2003.

M.B. King & P. Youngs. "Classroom Teachers' Views on Inclusion," Brief #7, Research Institute on Secondary Education Reform for Youth with Disabilities (RISER), March 2003.

M.B. King , J.L. Schroeder & D. Chawszczewski. "Authentic Assessment and Student Performance in Inclusive Schools," Brief #5, Research Institute on Secondary Education Reform for Youth with Disabilities (RISER), December, 2001.

King, M.B., & Ladwig, J.G. Considerations on school organizational capacity. Queensland (Australia) School Reform Longitudinal Study. Report to Education Queensland, 2000.

M.B. King, K.S. Louis, H.M. Marks, & K.D. Peterson. "Participatory Decision Making." In F.M. Newmann & Associates, *Authentic Achievement: Restructuring Schools for Intellectual Quality*, pp. 245-263. San Francisco: Jossey-Bass, 1996.

F.M. Newmann, M.B. King, & W.G. Secada. "Intellectual Quality." In F.M. Newmann & Associates, *Authentic Achievement: Restructuring Schools for Intellectual Quality*, San Francisco: Jossey-Bass, 1996.

M.B. King. "Linking Power, Knowledge, and Consciousness: Bernstein's Theory of Pedagogic Practice." *The Review of Education*, 15 (1), 1993.

M.B. King. "Nuclear War and the Arms Race." In B. Reardon (Ed.), *Educating for Global Responsibility: Teacher-Designed Curricula for Peace Education, K-12*. New York: Teachers College Press, 1988.

CONFERENCE PAPERS

"Teacher learning and implementation of science immersion units." Paper presented at the annual meeting of the American Educational Research Association (AERA), San Francisco, April 2006.

"Professional Learning, Pedagogical Improvement, and the Circulation of Power." Paper (with J.M. Gore & J.G. Ladwig) presented at the annual conference of the Australian Association for Research in Education, Melbourne, December 2004.

"Educational Systems and School Organizational Capacity: A Cross-National Analysis." Paper (with J.G. Ladwig) presented at the annual meeting of the AERA, Chicago, April 2003.

"Inclusion and Secondary School Reform: Authentic Intellectual Work for Students with Disabilities." Paper (with P.Youngs) presented at the annual meeting of AERA, New Orleans, April 2002.

"School Reform, Authentic Achievement, and the Inclusion of Students with Disabilities." Paper (with D.Chawszczewski & J.L. Schroeder) presented at the annual meeting of AERA, Seattle, April 2001.

"Principal Leadership for Professional Development to Build School Capacity." Paper (with P.Youngs) presented at the annual meeting of AERA, Seattle, April 2001.

"Building School Capacity through Professional Development." Paper (with F.M. Newmann & P. Youngs) presented at the annual meeting of AERA, New Orleans, April 2000.

"Professional Community and School Organizational Capacity." Paper (with P. Youngs) presented at the annual meeting of AERA, New Orleans, April 2000.

"School Capacity as a Goal for Professional Development: Mapping the Terrain in Low Income Schools." Paper (with F.M. Newmann) presented at the annual meeting of AERA, Montreal, April 1999.

"Interrogating Curriculum Development in an Interdisciplinary Team." Paper (with J.H. Gunn) presented at the annual meeting of AERA, San Diego, April 1998.

"Accountability and School Performance: Implications from Restructuring Schools." Paper (with F.M. Newmann & M. Rigdon) presented at the annual meeting of AERA, Chicago, March 1997.

"Authentic Pedagogy and Achievement in School Restructuring: Lessons from Research and Practice." Paper (with J.H. Gunn) presented at the annual meeting of AERA, Chicago, March 1997.

"Shared Power, Democratic Governance, and Authentic Pedagogy in School Restructuring." Paper presented at the annual meeting of AERA, New York, April 1996.

"Restructured School Governance and Authentic Instruction." Paper presented at the annual meeting of AERA, San Francisco, April 1995.

"School Governance and Quality of Instruction: Examining the Connection in Restructured Schools." Paper (with V.D. Warren) presented at the annual meeting of AERA, New Orleans, April 1994.

"Investigating Teacher Empowerment in Restructured Schools through Alternative Perspectives of Power." Paper (with J.G. Ladwig) presented at the annual meeting of AERA, New Orleans, April 1994.

"Teacher Empowerment in Restructured Schools: Shedding New Light through Alternative Perspectives of Power." Paper (with J.G. Ladwig) presented at the annual meeting of AERA, Atlanta, April 1993.

"Restructuring Secondary Social Studies: The Association of Organizational Features and Classroom Thoughtfulness." Paper (with J.G. Ladwig) presented at the annual meeting of AERA, Chicago, April 1991.

"Disciplining Teachers." Paper presented at the annual meeting of AERA, Boston, April, 1990.

"Leadership Efforts to Promote Higher Order Thinking in Social Studies." Paper presented at the annual meeting of AERA, Boston, April 1990.

RECENT PROFESSIONAL ACTIVITIES

Consultant to Iowa Department of Education, Des Moines, IA, high school reform initiative on authentic intellectual work, December 2006 - present.

Consultant to Manitowoc Public School District, Manitowoc, WI, district and school reform initiative on authentic intellectual work, September 1998 - present.

Co-presenter (with T. Millar, E. Krinsky, M. Ramberg, M. Smith, & B. Sniff), Mathematics Explanation Structures for Middle School Mathematics Teachers, National Science Foundation-US Department of Education Math-Science Partnership State Coordinators' Meeting, Washington DC, October 2005.

Keynote Address, "Leadership for Quality Pedagogy," Pedagogy and Practice Conference, New South Wales Department of Education and Training-University of Newcastle, Newcastle, NSW, Australia, January 2005.

Consultant to Kewaunee High School, Kewanee, WI, comprehensive school reform initiative on authentic intellectual work, September 2003 - 2005.

Presenter, Authentic Pedagogy and Student Performance in Inclusive Secondary Classes, Wisconsin Center for Education Research-Wisconsin Department of Public Instruction Exchange Series, March 2004.

Co-presenter (with C. Hanley-Maxwell), Critical Issues in Reform & Inclusion, National Center on Secondary Education and Transition Capacity Building Institute, Washington DC, July 2003.

Curriculum Development Consultant, Graduate certificate in educational studies, University of Newcastle, New South Wales, Australia, January 2003.

External Examiner, Ph.D. and Masters theses, University of Newcastle and University of Southern Queensland, Australia, 1999, 2003.

Keynote Address, "School Development for Authentic Intellectual Work: Foundations and Research Base," and Workshop Facilitator, Annual Conference *Creating Authentic Instruction for Improved Student Performance*, Center for School Improvement & Policy Studies, Boise State University, ID, June 2002.

Research Fellow, University of Newcastle, New South Wales, Australia, *Systemic Implications of Pedagogy and Achievement* (SIPA). January - February 2002.

Discussant, panel on *Researching the Link between Professional Development and Student Learning*, invitational symposium, NEA Foundation for the Improvement of Education, Scottsdale AZ, March 2001.

Participant, Research Roundtable, Learning First Alliance, Washington DC, January 2001.

Consultant to Quest High School, Houston, TX, initiative on authentic pedagogy and achievement, September 2000 - June 2001.

Pre-Conference Workshop, "Authentic Pedagogy & Achievement in School Restructuring: Lessons from Research & Practice" (with J.H. Gunn), National Staff Development Council, Washington, DC, December 1998.

Showcase Presentation, "Authentic Pedagogy in the Context of Site-Based Management," 25th National Conference, Australian Council for Educational Administration, Queensland, Australia, October 1998.

Workshop, "Standards for Authentic Achievement and Pedagogy," University of Southern Queensland, Brisbane, Australia, October 1998.

Core Member, Research Task Force, Public Education Network, Washington DC, Summer 1998.

Consultant to the School Reform Longitudinal Study, University of Queensland, Australia, 1997-2001.

Reviewer, book manuscripts (Teachers College Press, Allyn & Bacon), article manuscripts (*Educational Evaluation and Policy Analysis, Teaching and Teacher Education, Teaching Education, Theory and Research in Social Education, Asia Pacific Journal of Education*), proposals to AERA annual meetings, 1995-2006.

APPENDIX S

MMSD SMALLER LEARNING COMMUNITIES
Evaluation Strategies

Goal #1: All high schools will elevate the academic performance and graduation and post-secondary enrollment rates of all students, especially Black, Hispanic, and low-income students.	
Objectives	**Evaluation Strategies**
1.1 Academic Achievement: Proficiency/advanced levels for Black, Hispanic, and low-income students will increase each year in each of the core content areas (reading/ English language arts, math, science, and social studies).	• **Wisconsin Knowledge Concepts Exam: Value Added and Cohort Analyses** • **Common Assessments of student learning for Core classes** • **Graduation Exhibitions/Portfolios** • **Results on ACT/SAT**
1.2 Advanced Coursework and College Preparation: All students, especially Black, Hispanic, and low-income students, will increase participation rates in advanced and college prep classes each year at each school.	• **Trends by school and student groups over the five year grant period**
1.3 Graduation Rate: By the end of year five, graduation and post-secondary enrollment rates for Black, Hispanic, and low-income students at each school will have increased by 20% over the school's baseline.	• **Trends by school and student groups over the five year grant period**
1.4 Post-secondary Acceptance and Continuation: By the end of year five, university and college acceptance and continuation rates for Black, Latino, and low-income students from each school will have increased by 20% over the baseline rates.	• **Trends by school and student groups over the five-year grant period** • **UW/MATC Systems Data on continuation rates**
1.5 Individualized Planning: All students, especially Black, Hispanic, and low-income students) will develop individualized plans that prepare them for advanced coursework and post-secondary education without the need for remediation. Comprehensive guidance and academic advising will provide support to students and families in course selection and planning programs of study, leading to greater post-secondary success.	• **School-level ongoing case studies**

Goal #2: All high school staff will effectively deliver academically rigorous curriculum and instruction, and enhance their capacity to do so through professional development opportunities, support structures, peer collaboration, and designated roles like coaches.	
Objectives	**Evaluation Strategies**
2.1 Curriculum and Instruction: Staff will improve the quality of instruction through increased peer collaboration and instructional support from team and departmental meetings, coaching, and other roles.	• **School-level ongoing case studies**
2.2 Professional Development: Staff will gain new knowledge and skills in curriculum and instruction through well-designed professional development.	• **School-level ongoing case studies**
2.3 District-wide Supports: Centralized supports and cross-school learning will provide impetus and ideas for improved instruction.	• **School-level ongoing case studies**

Goal #3: All high schools will develop systemic early interventions that help students attain proficiency in reading/English language arts and mathematics by the end of tenth grade.	
Objectives	**Evaluation Strategies**
3.1 Freshman Transition: Entering ninth graders will experience greater academic and social success through designed supports.	• **School-level ongoing case studies**
3.2 Early Interventions: Through use of enhanced student monitoring systems, teams of staff will design and implement effective interventions for struggling students.	• **School-level ongoing case studies**
3.3 Targeted Support: Students who need additional support in order to succeed in rigorous and advanced coursework will be supported through special programming, strategies, and specific staff.	• **School-level ongoing case studies**

Goal #4: All high schools will create environments that foster student connections to adult staff, improved means of monitoring student progress, and provide academic and other supports when needed.	
Objectives	**Evaluation Strategies**
4.1 Creating Personalized Environments: Provide a more intimate structure that ensures adult awareness of student needs.	• **School-level ongoing case studies**
4.2 Relationships: Increase the quality of staff-student and student-student relationships, resulting in a stronger sense of engagement and connectedness to the school.	• **Pre/post student, teacher, and parent surveys**
4.3 School-home Communication: Improve the quality and timeliness of communication between school and home.	• **Pre/post student, teacher, and parent surveys**
4.4 Attendance: Increase the attendance rates of all student sub-groups to meet or exceed the district's 94% standard.	• **Trends by school and student groups over the five year grant period**
4.5 Suspension and Expulsion: Reduce the suspension and expulsion rates of Black, Hispanic, and low-income students.	• **Trends by school and student groups over the five year grant period**
4.6 Monitoring systems/supports: Utilizing technology and based upon collaboration, staff will improve their means of monitoring student progress and creating supports.	• **Trends by school and student groups over the five year grant period**

Madison Metropolitan School District

Smaller Learning Communities Proposal

STUDENT PLACEMENT METHODS AND ASSURANCES

All students at East, LaFollette, Memorial, and West High Schools, including those in Special Education and English as a Second Language program, will be assigned to their Smaller Learning Community on a random basis and not on the basis of ability testing, or other measures or judgments.

PERFORMANCE INDICATORS ATTACHMENT

School: East

Performance Indicator	Baseline Data	Year-End Targets				
		Year 1	Year 2	Year 3	Year 4	Year 5
% of students scoring "proficient" or "advanced" on state-wide (10th grade) reading assessment (WKCE):						
• All students	63%	64%	67%	72%	77%	87%
• African American students	37%	41%	49%	60%	76%	87%
• Hispanic/Latino students	36%	41%	49%	60%	76%	87%
• Students with disabilities	23%	35%	43%	58%	72%	87%
• Students with limited English proficiency	33%	42%	47%	60%	72%	87%
• Economically-disadvantaged students	37%	41%	49%	60%	76%	87%
% of students scoring "proficient" or "advanced" on state-wide (10th grade) language arts assessment (WKCE):						
• All students	54%	60%	65%	70%	75	80%
• African American students	34%	45%	55%	65%	70%	80%
• Hispanic/Latino students	38%	45%	55%	65%	70%	80%
• Students with disabilities	16%	30%	45%	60%	70%	80%
• Students with limited English proficiency	38%	45%	55%	65%	70%	80%
• Economically-disadvantaged students	41%	50%	55%	60%	70%	80%
% of students scoring "proficient" or "advanced" on state-wide (10th grade) mathematics assessment (WKCE):						
• All students	66%	69%	72%	74%	77%	79%
• African American students	33%	40%	50%	60%	70%	79%
• Hispanic/Latino students	44%	50%	55%	60%	70%	79%
• Students with disabilities	22%	35%	45%	55%	70%	79%
• Students with limited English proficiency	40%	50%	55%	60%	70%	79%
• Economically-disadvantaged students	38%	50%	55%	60%	70%	79%
Graduation rate, as defined in the state's approved accountability plan for Title I-A	81%	83%	86%	89%	92%	95%
% of graduates who enroll in post-secondary education, advanced training, or a registered apprenticeship program in the semester following high school graduation	69.9%	70%	75%	80%	85%	90%

PERFORMANCE INDICATORS ATTACHMENT

School: La Follette

Performance Indicator	Baseline Data	Year-End Targets				
		Year 1	Year 2	Year 3	Year 4	Year 5
% of students scoring "proficient" or "advanced" on the state-wide (10th grade) reading assessment (WKCE):						
• All students	63%	63%	69%	75%	81%	87%
• African American students	42%	52%	61%	70%	79%	87%
• Hispanic/Latino students	39%	44%	50%	60%	75%	87%
• Students with disabilities	27%	33%	40%	50%	70%	87%
• Students with limited English proficiency	44%	44%	50%	60%	75%	87%
• Economically-disadvantaged students	44%	50%	55%	60%	75%	87%
% of students scoring "proficient" or "advanced" on the state-wide (10th grade) language arts assessment (WKCE):						
• All students	55%	60%	65%	70%	75%	80%
• African American students	36%	41%	45%	55%	65%	80%
• Hispanic/Latino students	32%	37%	42%	50%	65%	80%
• Students with disabilities	17%	22%	25%	40%	60%	80%
• Students with limited English proficiency	36%	41%	45%	50%	65%	80%
• Economically-disadvantaged students	36%	41%	45%	50%	65%	80%
% of students scoring "proficient" or "advanced" on the state-wide (10th grade) mathematics assessment (WKCE):						
• All students	59%	63%	65%	70%	75%	79%
• African American students	33%	37%	40%	50%	65%	79%
• Hispanic/Latino students	37%	41%	45%	55%	70%	79%
• Students with disabilities	20%	24%	28%	38%	65%	79%
• Students with limited English proficiency	44%	48%	52%	60%	70%	79%
• Economically-disadvantaged students	39%	43%	50%	60%	65%	79%
Graduation rate, as defined in the state's approved accountability plan for Title I-A	90%	90%	91%	92%	93%	95%
% of graduates who enroll in post-secondary education, advanced training, or a registered apprenticeship program in the semester following high school graduation	79.8%	82%	83%	84%	85%	89%

PERFORMANCE INDICATORS ATTACHMENT

School: Memorial

Performance Indicator	Baseline Data	Year-End Targets				
		Year 1	Year 2	Year 3	Year 4	Year 5
% of students scoring "proficient" or "advanced" on the state-wide (10th grade) reading assessment (WKCE):						
• All students	64%	67%	72%	77%	80%	87%
• African American students	29%	40%	52%	63%	75%	87%
• Hispanic/Latino students	26%	40%	52%	63%	75%	87%
• Students with disabilities	23%	40%	52%	63%	75%	87%
• Students with limited English proficiency	27%	40%	52%	63%	75%	87%
• Economically-disadvantaged students	25%	40%	52%	63%	75%	87%
% of students scoring "proficient" or "advanced" on the state-wide (10th grade) language arts assessment (WKCE):						
• All students	71%	72%	74%	76%	78%	80%
• African American students	35%	40%	50%	60%	70%	80%
• Hispanic/Latino students	52%	55%	60%	65%	70%	80%
• Students with disabilities	29%	40%	50%	60%	70%	80%
• Students with limited English proficiency	42%	50%	55%	60%	70%	80%
• Economically-disadvantaged students	32%	40%	50%	60%	70%	80%
% of students scoring "proficient" or "advanced" on the state-wide (10th grade) mathematics assessment (WKCE):						
• All students	70%	72%	74%	76%	78%	79%
• African American students	38%	40%	50%	60%	70%	79%
• Hispanic/Latino students	35%	40%	50%	60%	70%	79%
• Students with disabilities	25%	40%	50%	60%	70%	79%
• Students with limited English proficiency	41%	50%	55%	60%	70%	79%
• Economically-disadvantaged students	35%	40%	50%	60%	70%	79%
Graduation rate, as defined in the state's approved accountability plan for Title I-A	93%	93%	94%	95%	96%	97%
% of graduates who enroll in post-secondary education, advanced training, or a registered apprenticeship program in the semester following high school graduation	82.5%	83%	84%	86%	88%	90%

PERFORMANCE INDICATORS ATTACHMENT

School: West

Performance Indicator	Baseline Data	Year-End Targets				
		Year 1	Year 2	Year 3	Year 4	Year 5
% of students scoring "proficient" or "advanced" on the state-wide (10th grade) reading assessment (WKCE):						
• All students	79%	81%	82%	84%	86%	87%
• African American students	54%	60%	68%	75%	82%	87%
• Hispanic/Latino students	40%	45%	55%	67%	80%	87%
• Students with disabilities	44%	50%	57%	69%	82%	87%
• Students with limited English proficiency	31%	37%	45%	60%	78%	87%
• Economically-disadvantaged students	35%	40%	45%	60%	78%	87%
% of students scoring "proficient" or "advanced" on state-wide (10th grade) language arts assessment (WKCE):						
• All students	77%	78%	78%	79%	80%	83%
• African American students	41%	45%	55%	65%	75%	80%
• Hispanic/Latino students	38%	42%	56%	68%	77%	80%
• Students with disabilities	36%	42%	56%	65%	75%	80%
• Students with limited English proficiency	41%	45%	55%	65%	75%	80%
• Economically-disadvantaged students	38%	42%	56%	68%	77%	80%
% of students scoring "proficient" or "advanced" on state-wide (10th grade) mathematics assessment (WKCE):						
• All students	83%	84%	84%	85%	85%	85%
• African American students	51%	53%	60%	67%	76%	79%
• Hispanic/Latino students	43%	48%	56%	67%	72%	79%
• Students with disabilities	40%	45%	52%	60%	70%	79%
• Students with limited English proficiency	54%	58%	62%	70%	76%	79%
• Economically-disadvantaged students	47%	51%	58%	68%	77%	79%
Graduation rate, as defined in the state's approved accountability plan for Title I-A	90%	90%	92%	93%	95%	96%
% of graduates who enroll in post-secondary education, advanced training, or a registered apprenticeship program in the semester following high school graduation	59.6%	61%	62%	63%	65%	70%

Madison Metropolitan School District

Smaller Learning Communities Proposal

GEPA 427 STATEMENT

POTENTIAL BARRIERS TO EQUITABLE PARTICIPATION

While the target group for the proposed SLC Project is all students, an increasing percentage of students in each of the four high schools is low-income and/or English Language Learners. The primary barriers to the equitable and successful participation in the Project are English language proficiency and cultural differences.

Many of our ELL students' parents have lower English proficiency levels than their children, and some low-income students' parents may have lower literacy skills. For both of these parent groups, there may be additional challenges in that these parents often are working multiple jobs to make financial ends meet. Sometimes "pockets of poverty" or linguistic-based distance leads to these families feeling isolated from the rich variety of human services and school supports available in the Madison community.

STEPS PROPSOED TO ADDRESS THE BARRIERS

To ensure that all students and families are aware of the opportunities available through this Project, view it as respectful and culturally-sensitive, and understand its systems and procedures and their responsibilities as participants, the Project's design will include the following features:

- **ESL Services**

Through ESL Staff and Bilingual Resource Specialists, intensive efforts will provide direct support to Project participants with lower English-language proficiency. Project materials that provide communication to students and their homes will be translated into Spanish.

- **Partnerships with Community-Based Organizations**

Each high school has a number of partnerships with organizations that provide extra support to language and culturally different students and their families. For example, LaFollette offers substantial support through the Orgullo Latino program, while West supports Latino students through Aspira. Each partnership provides some level of tutoring/mentoring and translation support to help school-home communication.

- **Culturally Specific Activities**

Across all four high schools there will be substantial effort to provide regular cultural activities that demonstrates cultural sensitivity and helps create wide-spread awareness of cultural and linguistic differences. One example is the Latino Career Fair, where students across the district become aware of career options and the relevance of their current coursework to life goals.