



ADJUSTMENTS and OPPORTUNITIES

CONSIDERATIONS PROPOSED FOR 2011-2012 MMSD BUDGET

The legislative passage of the bill to limit collective bargaining for public employees provides significant opportunities for Wisconsin school districts to make major improvements in how they deliver instructional, business and other services. Instead of playing the “ain’t it awful” game the districts can make ‘systemic’ changes to address such challenges as evaluating programs, services and personnel; setting priorities for the allocation and re-allocation of available resources; closing “the achievement gap”; and reading and mathematics proficiency, to name a ‘short list’. The Madison Metropolitan School District can and should conduct their responsibilities in different ways to attain more effective and efficient results—and, they can do this without cutting teacher positions and without raising taxes. Following are some actions the District must take to accomplish desirable, attainable, sustainable, cost effective and accountable results.

1. Implement state mandated employee share pay into the Wisconsin Retirement System (estimated by MMSD to save the District \$11 million for re-allocation)
2. Implement employee health insurance benefit adjustments
 - a. Co-pay of ??% of HMO plan
 - b. Offer choices related to preferred provider (WPS) plan (estimated to save the District about \$10 million for re-allocation)
 - i. Employees pay difference between PP and HMO plans plus equal co-pay
 - ii. Determine benefits comparison between PP and HMO and solicit WPS to offer comparable plan to HMO at same cost
 - iii. Offer State Plan to replace PP with co-pay provision
3. Eliminate Teacher Emeritus Retirement Plan (TERP) program (estimated to save the District about \$3 million for re-allocation)
4. Evaluate Disability Insurance provisions and procedures for cost savings

5. Evaluate Sick Leave policy and carry-over provisions to retirement for cost savings
6. Determine cost savings from recommended changes to Reading Recovery program
7. Re-constitute Fund 80
 - a. All MSCR programs, activities and staff (estimated to save the District \$3 million for re-allocation)
 - i. Make them totally fee supported; or
 - ii. Transfer to City of Madison; or
 - iii. Completely eliminate
 - b. Use entire tax base for programs related to academic (nearly \$13 million)
 - i. After school
 - ii. Summer
 - iii. Extensive emphasis on reading, math and science
8. No teachers should be cut, except those whose evaluations don't warrant renewal; and, those working in positions where programs or services are no longer needed and who don't have the skills, experiences or credentials to be placed elsewhere
9. Do not use any of the 2010-2011 property tax under-levy for the 2011-2012 budget (\$10 million in unused property tax levy authority)
10. Levy no increase in property taxes for the 2011-2012 budget
11. Implement recommendations made in the 2011 Literacy Programs Evaluation, plus other considerations.
12. Re-allocate 80% of savings from all of the above spending adjustments (Items 1-7) into K-3 reading resources; and, 20% of savings into 4-12 reading resources
13. Place all K-3 students full-time into reading groups who are assessed at reading less than 'proficient level' by level and skill needs. A) Withhold all students from promotion to the next grade until they can read minimally at proficient level at each grade through third grade, B) All teachers and aids with skills in teaching reading should be re-assigned to teaching and as learning assistants in grades K-3, C) Parents/Guardians/Significant other Adults should be engaged contractually with specified support roles, provided with training to conduct such activities, and are held accountable along with the student and staff for student achievement progress toward meeting established standards

14. Provide specified curriculum and instructional strategies and experiences for students at grades 4-12, including alternative programs, who are assessed in reading less than proficient at their grade level. Parents/Guardians/Significant other Adults should be engaged contractually with specified support roles, provided with training to conduct such activities, and are held accountable along with the student and staff for student achievement progress for meeting established standards
15. Class sizes may need to be adjusted (made larger) in other than reading and math at elementary grade levels and core classes in literacy, math, science and social studies at middle and high school grades
16. Serious considerations and planning should be undertaken with regard to the length and configuration of the school day and school year
17. A different approach to the support of extra-curricular (primarily athletics) at the secondary level should be addressed. Active Citizens for Education has provided such an approach and plan for consideration
18. Planning about innovations and alternatives should go beyond programs, services and projects to include processes to affect 'systemic' changes
 - a. To create culture change throughout the district and community that fosters
 - i. Heightened student and staff expectations for growth and development
 - ii. Accountability for teaching and learning
 - iii. A paradigm shift toward individual responsibility
 - b. To integrate community and county-wide resources
 - c. For increased accessibility for students and staff
 - d. Where resources (money, staff, etc.) follow the student
 - e. To contractually engage parents/guardians/others for support and accountability with their children
19. Design and implement a "Maintenance Action Plan and Strategies" with the assistance of a community Advisory Group to address the Facility Assessment Report of maintenance needs (estimated maintenance 'backlog' of \$86 million) throughout the District resulting in the setting of priorities, budget, and accountability for facilities maintenance for 2011-2012 and beyond
20. Completely and urgently implement the 2009 Strategic Plan Objective "We will rigorously evaluate programs, services and personnel through a collaborative, data-driven process to prioritize and allocate resources effectively and equitably, and vigorously pursue the resources necessary to achieve our mission." (only one

such program assessment has been conducted) Reliable data for decision-making is more critical now than ever before

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