



November 3, 2011

Appendix NNN-5-3

November 28, 2011

TO: Board of Education

FROM: Daniel A. Nerad, Superintendent

RE: District Identified for Improvement (DIFI) - Documentation for DPI

I. Introduction

A. Title or Topic: District Identified for Improvement (DIFI) Documentation for DPI

B. Presenters: Sue Abplanalp

C. Background Information: MMSD was notified in September of documentation that is needed to meet the obligations of compliance with federally required sanctions. The attached documents describe the measures MMSD has put in place for compliance in the areas of:

i. Level 1 DIFI

ii. Level 2 SIFI: Leopold Elementary School

The following pages are the elements necessary to meet compliance of DIFI status.

D. Action Requested: None.

II. Summary of Current Information

A. Synthesis of Topic: MMSD needs to implement several strategies for compliance which are included in this report.

B. Recommendations: None.

III. Implications

A. Budget: Within the current budget.

B. Strategic Plan: Alignment to Strategic Plan.

C. Equity Plan: Leopold is provided with additional support.

D. Implications for the Organization

IV. Supporting Documentation

A. DIFI Report for DPI

B. Website Information

(

(

(



November 8, 2011

Wisconsin Department of Public Instruction
125 South Webster Street
Madison, WI 53707

Dear Mr. Maynard:

MMSD was notified in September of documentation that is needed to meet the obligations of compliance with federally required sanctions. Within this document are measures MMSD has put in place for compliance in the areas of:

- Level 1 DIFI
- Level 2 SIFI: Leopold Elementary School

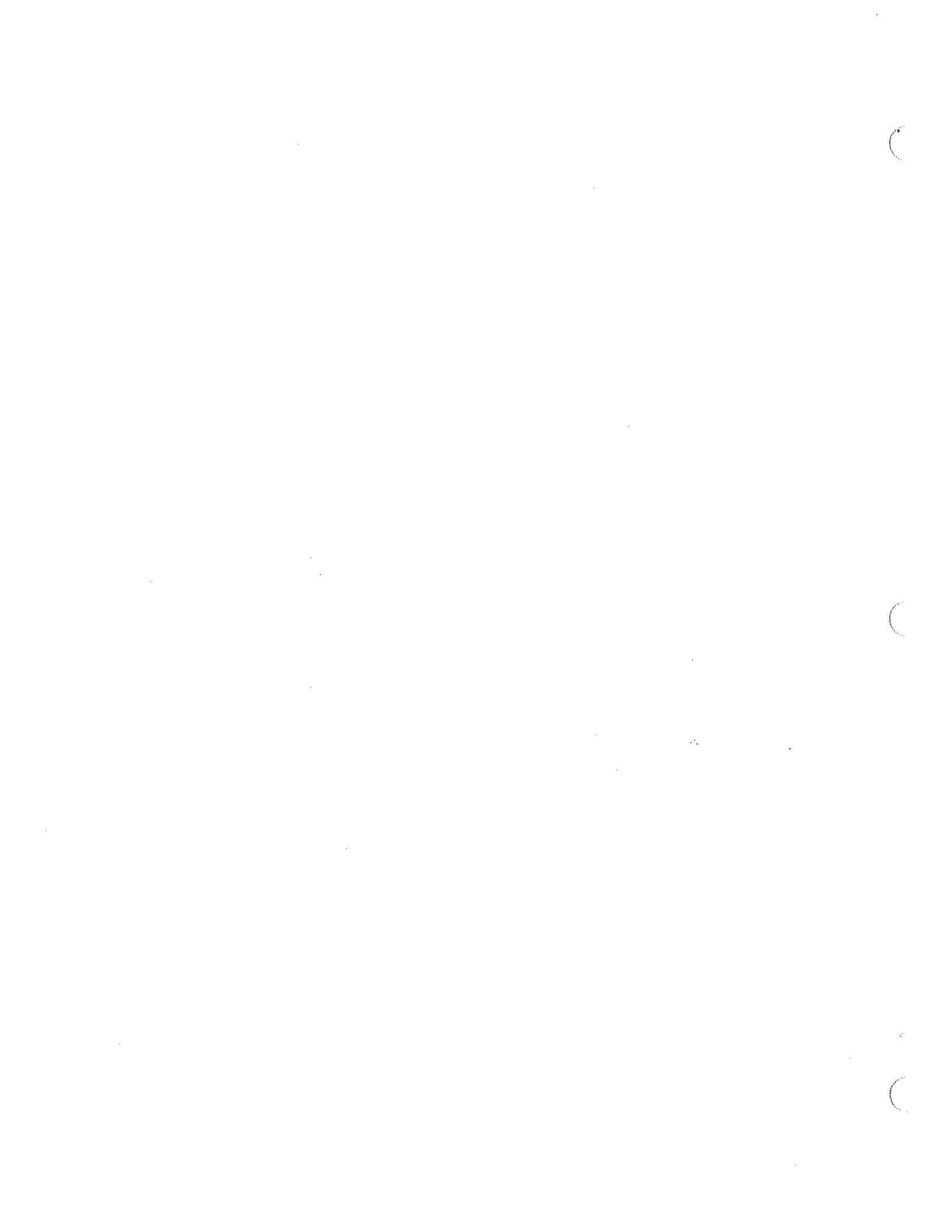
The following pages are the elements necessary to meet compliance of DIFI status.

If you have any questions or concerns, please contact Sue Abplanalp, Deputy Superintendent and Chief Learning Officer, for further clarification. She can be reached at (608) 663-1670.

Sincerely,

A handwritten signature in cursive script that reads "Daniel A. Nerad".

Daniel A. Nerad
Superintendent of Schools



DIFI Documentation Table of Contents

Section	Page
Address the fundamental teaching and learning needs of schools in the Local Education Agency (LEA), especially the academic problems of low-achieving students.	3
Define specific measureable achievement goals and targets for each of the student student subgroups whose disaggregated results are included in the State's definition of AYP.	4
Incorporate strategies grounded in scientifically based research that will strengthen instruction in core academic subjects.	5
Include as appropriate, student learning activities before school, after school during the summer, and during any extension of the school year.	9
Provide for high quality professional development for instructional staff that focuses primarily on improved instruction.	11
Include strategies to promote effective parental involvement in the schools served by the LEA.	19
Include a determination of why the LEA's previous plan did not bring about increased student academic achievement.	21
The district must provide notice to parents of each student enrolled in a school served by the district.	24
The district shall promptly provide to the parents AYP results; reasons the district was identified for improvement; and how parents can participate in upgrading the quality of education in the district.	25
The district shall provide an assurance that the DIFI will spend not less than 10 percent of the funds allocation to the district for the purpose of providing high quality PD.	26
Upon request by the DIFI, the DPI shall provide technical or other assistance.	27
Attachments	Page
1	29
2	33
3	101
4	103
5	113
6	121

<i>Attachments</i>	<i>Title</i>	<i>Page</i>
7	Four-Year-Old Kindergarten Update to BOE	127
8	MMSD WKCE Results 2010-11 by School	131
9	MMSD Strategic Plan Core Measures	133
10	The MMSD Value-Added Model	137
11	Summer School Update to BOE	207
12	MSCR Community Learning Center Programs Report	243
13	MMSD Visionary Document for Instructional Leader PD	245
14	Parent Forum on Sept 7, 2011 – Problem Identification	251
15	Letter from Superintendent to Leopold parents regarding SIFI and School Choice Status (July 2011)	253
16	Letter from Principal to Leopold parents regarding SIFI	255
17	Application for Student Transfer	257
18	SES Information	259
19	Leopold School Improvement Plan	265

I. Develop or Revise a District Improvement Plan

Address the fundamental teaching and learning needs of schools in the Local Education Agency (LEA), especially the academic problems of low-achieving students.

MMSD has been identified by the State of Wisconsin as a District Identified for Improvement, or DIFI. We entered into this status based on District WKCE assessment scores. The data indicates that sub-groups of students—African American students, English Language Learner Students with Disabilities or Economically Disadvantaged—did not score high enough on the WKCE in one or more areas of reading, math or test participation to meet state criteria.

Under No Child Left Behind, 100% of students are expected to achieve proficient or advanced on the WKCE in four areas by 2014. Student performance goals have been raised every year on a regular schedule since 2001, making targets more and more difficult to reach each year. In addition to the curriculum changes being implemented, the following assessments are also new or being implemented during the 2011-12 school year (see Attachment 1):

1. **The Measures of Academic Progress (MAP):** Grades 3-7. MAP is incorporated into the MMSD Balanced Assessment Plan as a computer adaptive benchmark assessment tool for grades 3-7. Administration of the assessment was implemented in spring, 2011.
2. **Cognitive Ability Test (CogAT):** Grades 2 and 5. As proposed in the Talented and Gifted Plan approved by the Board of Education in August, 2009, the district requested approval of funds to purchase and score the Cognitive Ability Test (CogAT) which was administered in February, 2011, to all second and fifth graders.
3. **The EPAS System:** Explore Grades 8-9, Plan Grade 10, ACT Grade 11. The EPAS system provides a longitudinal, systematic approach to educational and career planning, assessment, instructional support, and evaluation. The system focuses on the integrated, higher-order thinking skills students develop in grades K-12 that are important for success both during and after high school. The EPAS system is linked to the College and Career Readiness standards so that the information gained about student performance can be used to inform instruction around those standards.

Attached are six documents describing programs being implemented for the 2011-12 school year to address the needs of all students.

1. Strategic Plan Document: Year Three (Attachment 2)
2. Strategic Plan Summary of Three Main Focus Areas (Attachment 3)
3. Addressing the Needs of All Learners and Closing the Achievement Gap Through K-12 Alignment (Attachment 4)
4. Scope and Sequence (Attachment 5)
5. The Ideal Graduate from MMSD (Attachment 6)
6. 4K Update to BOE - Program and Sites – (Attachment 7)

I. Develop or Revise a District Improvement Plan

Define specific measurable achievement goals and targets for each of the student subgroups whose disaggregated results are included in the State's definition of AYP

Key Performance Indicators – Core Measures

As part of its strategic plan, MMSD has adopted 16 core measures to serve as indicators of student achievement. Eight of these measures reflect WKCE proficiency by student subgroup as tracked for the calculation of AYP.

Specifically, these measures are percent of Grade 4 and 8 students proficient in reading and math. The district also tracks the percent of students above the 90th percentile for Grade 4 and 8 for reading and math.

Student subgroups are white, African American, Hispanic, Asian, Native American, low income, ELL, and special education.

A district-wide summary table of WKCE results is attached (Attachment 8). Also attached (Attachment 9) is a district-wide breakout by student subgroup. Both documents contain a series of historic results including the most recent year and a calculation for the most recent annual change. They also feature the current and future goals and a statement as to whether the most recent year's results were over or below the goal. The goal trajectory reflects HCLB's requirement that all students be proficient by 2013-14.

Value Added Data

To build and maintain a value added model to monitor student growth, MMSD contracts with the UW's Value-Added Research Center (VARC), which is part of the Wisconsin Center for Education Research. The value added model is based on WKCE reading and math proficiencies for Grades 3 through 8, which determines the growth resulting from instruction during Grades 3 through 7.

Value added results are reported in a variety of combinations including by building, by level (i.e., elementary and middle school), over the last three years, and by student subgroup. Quadrant analyses show the situation of schools compared to the state value added and state average in proficiency.

The model yields differential effects of various student subgroups. They are Southeast Asian, Other Asian, Black, Hispanic, Biracial, Learning Disability, Speech Disability, Other Disability, Beginning and Intermediate ELL, Advanced ELL, Free Lunch, Reduced-Price Lunch, Parent with College Degree, Parent with Graduate Degree, Parent without High School Diploma, Parent with Vocational Degree, Parent Education Unknown, Female, and Full Academic Year. Each of these subgroups is compared to the opposite – female to male, full academic year to non-full academic year, all non-white race/ethnicities to white, and so on.

Future efforts include aligning student subgroups with those tracked by the state in its value added model.

A copy of the district's most recent full report is attached (Attachment 10).

I. Develop or Revise a District Improvement Plan

Incorporate strategies grounded in scientifically based research that will strengthen instruction in core academic subjects.

K-12 (Grade by Grade) Scope & Sequence Development in Literacy and Mathematics

The Madison Metropolitan School District (MMSD) is in the process of developing a K-12 scope and sequence in literacy (including language arts and English) and mathematics. The intent of scope and sequence documents is to ensure a guaranteed, equitable and viable curriculum to all students regardless of the school in which they attend. The scope (breadth and depth of content to be taught within a curriculum) and sequence (the order in which content is presented over time) will be aligned to the Common Core State Standards and provide direction in content and pacing. Such documents will include:

- **What** students will know and do by grade level organized by essential understandings, essential questions, knowledge, skills and applications. This information is grounded in the Common Core State Standards
- **When** the learning will occur by month, quarters or grading periods
- **Which** resources/materials are used to support the learning process
- **How** learning will be assessed

Process

- Central office and K-12 school-based representatives
- Collaborative sessions during 2011-12
- Input opportunities with each draft
- Use of Eclipse
- Use of Aligned by Design
- Completion projected by late spring 2012

Timeline

The K-12 Mathematics and Literacy Scope & Sequence will be completed, reviewed and shared with schools prior to the end of the 2011-12 academic year.

- | | |
|--|---------------------------|
| • Plan | September, 2012 |
| • Committee Finalized | September, 2012 |
| • Template | October 3, 2011 |
| • Draft | February 17, 2012 |
| • Professional Development Plan 2012-13 | April 13, 2012 |
| • Print Ready Copy | May 18, 2012 |
| • Implementation | begin in 2012-2013 |
| • Course Sequence Changes | prior to 2014-2015 |

LITERACY

Fountas and Pinell-Focus of Kindergarten PD

The components of Phonics Lessons: Letters, Words, and How They Work, Grades K, 1, and 2 (Heinemann, 2003) address the five essential elements identified by The National Reading Panel as critical to successful reading instruction: (1) phonemic awareness instruction, (2) phonics instruction, (3) fluency instruction, (4) vocabulary instruction, and (5) comprehension instruction.

These five elements are the building blocks of Reading First and the national Leave No Child Behind Act. The basic framework of Phonics Lessons: Letters, Words, and How They Work is designed to satisfy the five critical elements through the use of the following:

- direct teaching lessons (10 to 15 minutes), each dedicated to a specific principle
- principles that are organized along a continuum (sequence) that ranges from easier to harder concepts
- application activities in each lesson for children to practice using and exploring the principle
- shared culmination activities in each lesson reinforcing understanding and
- application of the principle.

This systematic approach to literacy instruction is based on principles and practices validated by scientifically-based reading research, as defined by the National Reading Panel (Armbruster, Lehr, & Osborn, 2001; National Institute of Child Health and Human Development, 2001a and 2001b). In addition, the effectiveness of implementation of these research-based practices is monitored through collection of assessment data to document children's progress in classrooms.

Comprehensive Intervention Model (CIM)

Intervention groups are small groups of students, uniquely grouped for specified periods of time to provide supplemental literacy instruction. Specially trained teachers provide an additional layer of literacy instruction and support beyond the daily, differentiated classroom literacy instruction. The goal of Intervention Groups is to serve the students for the shortest possible time while simultaneously providing the necessary support for independent performance within the classroom.

Comprehensive Literacy Model (CLM)

The PCL model is based on seven principles of apprenticeship learning as originally described in *Apprenticeship in Literacy* (Dorn, French, & Jones, 1998). These principles include: 1) observation and responsive teaching; 2) modeling and coaching; 3) clear and relevant language for problem-solving; 4) adjustable and self-destructing scaffolds; 5) structured routines; 6) assisted and independent work; and 7) transfer of knowledge, skills, and strategies across changing contexts.

The seven principles of apprenticeship learning are aligned with the ten features of the PCL model. The features are interrelated and dynamic; allowing schools to use them as a tool for managing and coordinating comprehensive literacy changes. The ten features were first explained in *Results that Last: A Model for School Change* (Dorn & Soffos, 2003) and *Shaping Literate Minds: The Development of Self-Regulated Learners* (Dorn & Soffos, 2003); and they are described on the PCL website. The strength of the model resides in the school's ability to coordinate these features systematically, thus enabling continuous school improvement.

Evidence-Based Research for CLM/CIM

In 1991, Dorn implemented the small-group model to support Reading Recovery teachers who worked with small groups of struggling readers in kindergarten and first grade. Dorn conducted a study in 1993 that examined the complementary effects of Reading Recovery and the small group intervention. The study included 187 first graders. During the next 13 years, additional research to examine and refine the CIM was conducted. In 1994 Dorn replicated the 1993 study with 231 students from 9 schools and found similar results. In 1995 the study was published in the *Journal of School Research and Information* and was reprinted in 1996 in *Literacy, Teaching and Learning*. In 2002 and in 2003 Paige and Harrison conducted research showing positive effects. In 2005 James replicated the work of Dorn (1994) and Harrison (2003) in a large-scale study of 12,000 first graders across six states showing positive effects. In 2007, Platt investigated the influence of layered interventions on writing acceleration in response to the refinements of CIM. See bibliography below.

Evidence-Based Research for Mondo Bookshop

During the 2011-12 school year, three elementary schools (Gompers, Mendota, and Thoreau) have agreed to pilot a Literacy Program, *Mondo Bookshop*, in kindergarten and grade 1. Since 1998, Mondo has conducted multiple third-party evaluative studies with respected reading researchers from New York University, the University of Melbourne, the University of Pennsylvania, and Southern Methodist University. A primary objective of the earlier research was to study and evaluate principles of early-reading instruction using the *Bookshop* Reading Program for Grades K-3 classrooms in participating schools. The project outcomes established a framework of instructional strategies that are research-

based as well as ideologically informed. This framework of strategies forms the core of the *Bookshop* Reading Program.

The premise of this research is to study and evaluate principles of early reading instruction within a framework that includes the following:

- Ongoing assessment and monitoring
- Clearly-defined literacy standards
- Structured classroom program
- Professional learning that uses student data to drive instruction

When critical reading skills were evaluated, *Bookshop* students outperformed their non-*Bookshop* peers. The results from the three schools will be compared to three schools with similar populations to determine the effectiveness of the pilot.

Research Study Shows Superior Rates of Student Progress

An evaluation study, involving both trial and control schools, was conducted over the 1998–1999 and 1999–2000 school years by Dr. Angela M. Jaggard (NYU) and Professor Peter W. Hill, Ph.D. (UMelb). This BEL/*Bookshop* evaluation study included 21 trial schools in Boston Public Schools, Massachusetts; Bronx District 11, New York; and Elgin School District, Illinois. Schools in this study were located in highly disadvantaged urban areas. The average percentage of students qualifying for free and reduced lunch across the districts was 85%. The composition of students reflected a dominant minority population of mostly African-American and Hispanic students, with smaller numbers of other ethnic groups plus Caucasian students. The initial trial group consisted of 3,051 students in K–1, and in the control group, 1,395 students in K–1 in four Bronx schools. In September 1999, an additional eight schools joined the project, and complete data were obtained from 4,899 students.

The superior rates of student progress in the trial schools is captured in the adjusted post-test means, which represent the progress made by students, adjusting for initial differences in background characteristics and prior achievement. The adjusted post-test mean of Kindergarten students in the treatment (trial) schools was 14.0 compared to 8.6 in the control schools, while the post-test mean of Grade 1 students in the trial schools was 26.4 compared to 22.9 in the control schools.

MATHEMATICS

Elementary Mathematics (K-5)

A primary focus on elementary mathematics instructional material development was completed during summer 2011. Research- and standards-based instructional materials were finalized in preparation for the implementation of a comprehensive professional development plan for building-based elementary instructional teacher leaders during 2011-12. Components of the instructional materials include: Developmental Guidelines and Instructional Guide, Scope and Sequence for geometry, measurements and data, alignment of district assessments, and district-wide progress monitoring.

Developmental Guidelines and Instructional Guide

This document includes the “what” to teach for Number and Operations. A synthesis of developmental research was interfaced with the MMSD and Common Core State Standards to organize the learning objectives from the Number and Operations standards into developmental levels (instructional levels for guided groups). The instructional guide is the “how” to teach Number and Operations. The document consists of an assembly and synthesis of lessons, activities and other instructional support for each of the developmental levels in the Developmental Guidelines.

Elementary Math Scope and Sequence

The elementary scope and sequence is essentially complete for geometry, measurement and data. The Elementary Math Leadership Team will continue to meet this year to further refine connections to learning materials and core practices. An elementary representative will work as part of the K-12 group to ensure alignment.

Middle School Mathematics (6-8)

Based on the findings and recommendations of the Math Task Force (MMSD Mathematics Task Force Response document submitted to the Board of Education on April 20, 2009), a primary focus of middle school mathematics is to increase the content and pedagogical knowledge of MMSD's middle school teachers of math. The Superintendent and UW-Madison Deans of Letters and Sciences and the School of Education commissioned a representative and collaborative group to design a professional development plan for this initiative. The collaborative work has resulted in the creation of a series of five (5) UW courses directed toward increasing math knowledge for teachers of math in the middle grades called the Middle School Math Specialist Program (MSMS). The MSMS courses are co-taught among the partners. Per a mandate issued by the MMSD Board of Education, all teachers of middle school mathematics are expected to have successfully completed this series of courses, or demonstrate similar competency, prior to 2015.

High School Mathematics (9-12)

The focus for math at the high school level is to create a common scope and sequence. This work includes a comprehensive professional development plan in order to address the wide range of perspectives and beliefs among high school teachers regarding effective best practices. A specific goal is to develop a shared understanding of the student learning that is expected by the Common Core State Standards (CCSS). Also embedded in the professional development is the instruction on, and modeling the use of, the principles of "Understanding by Design".

The high school portion of the K-12 Mathematics Scope and Sequence is to create a document that will identify 1-3 standards per quarter for three years of high school mathematics. This is meant to ensure consistency and equity across the district while still allowing schools and teachers some autonomy in what is taught. During 2011-12, teachers will identify big ideas (power standards) in the CCSS and construct a quarter-by-quarter sequence of those standards. Future work will include identifying resources and assessments tied to these standards as well as refining the expectations of each standard. Particular attention will be given to reviewing the CCSS domains and clusters.

I. Develop or Revise a District Improvement Plan

Include as appropriate, student learning activities before school, after school during the summer, and during any extension of the school year.

Due to the NCLB status of Leopold Elementary, Supplemental Educational Services (SES) are being offered to students in grades K-5 who qualify for free/reduced lunch. An Open House and Provider Fair have taken place and students are currently being rostered for in home and/or after school tutoring in math and literacy by DPI approved providers both in Spanish and English. Approximately 450 students qualify for SES. The total dollar amount per student dedicated to SES at Leopold is \$1,532.45. Tutorial services will begin on November 17, 2011 and continue through March 31, 2012.

In addition to the SES provided for Leopold, the following initiatives are provided across the district before school and after school during the summer.

Four-Year Old Kindergarten

The Madison Metropolitan School District (MMSD) has 1,796 students registered for 4K in one of the 23 elementary school and Boys and Girls Club sites or one of the 32 early childhood care and education (ECE) center sites. The 4K program is free for families. The primary reason for the Madison Metropolitan School District's implementation of four-year-old kindergarten (4K) is to better prepare all students for educational success. Similarly, the community and society as a whole receive many positive benefits when students are well prepared for learning at a young age. MMSD implemented 4K in September, 2011, to support kindergarten readiness in the future (see Attachment 7.)

Play and Learn Program

The Play and Learn program is a free program for children from birth to five years old and their caregivers. The Play and Learn is a parent education playgroup session that meets once a week in community settings during the school year and summer time providing a variety of activities, such as stories, cooking, pretending, building, or crafts for caregivers and children to do together to increase students cognitive and social skills. Children learn early math, literacy and social skills, while caregivers learn about child development and receive materials and ideas to enhance learning activities at home. This program is collaboration between the Madison Metropolitan School District (MMSD) and the United Way with over 18 sites in the Madison area and Dane County.

Extended Learning Summer School

The district provided a comprehensive Extended Learning Summer School (ELSS) program, K-Ready (entering Kindergarten) through 8th grade, at eight sites in 2011. At each site, there was direction by a principal, professional librarian resources were available, breakfast and lunch were served, and MSCR offered recreation options to students. Specific programs such as bilingual classes, ESL classes, and 8th grade promotion classes were offered at some of the sites. The primary purpose of Extended Learning Summer School is to provide more time and access to the core curriculum (literacy and math) for those students who either through lack of perseverance or opportunity to learn did not meet grade level standards as measured by report cards. The Extended Learning Summer School academic program in 2011 served 2,873 students (see Attachment 11).

Saturday School

The pilot Saturday School program at Leopold Elementary School was provided as an extended learning opportunity primarily in literacy and math for 80 students identified from Midvale, Lincoln, and Leopold Elementary Schools based on WKCE scores and not being successful in literacy or math. Research indicates that providing this intervention to elementary students is a valuable way to promote future success in school (Coghlan et. al.,2009). Saturday School aligns to rigorous standards and grade level proficiencies. Each Saturday School session allows students to receive four hours of high quality, structured activities for enrichment, academic learning, and tutoring.

After-School Programming

The Madison School and Community Recreation (MSCR) programs provide additional academic support during after school student academic support beyond the school day, into after school hours, to increase student achievement and success in math and literacy. MSCR afterschool programs consisting of Safe Haven and Afterschool Academic Centers of Excellence (AACE), served 1,201 students at the elementary level. After-school programs provide students with opportunities for learning and growth in self-direction, self-confidence, personal responsibility, building relationships, and leadership. With academic infusion, after-school staff members have been provided with professional development, quality lesson plans, activities, curriculum, and related materials. These supports have provided increased academic instruction for students in literacy and mathematics in after-school programs. (See Attachment 12.)

I. Develop or Revise a District Improvement Plan

Provide for high-quality professional development for instructional staff that focuses primarily on improved instruction.

Professional development priorities for implementing and strengthening the aforementioned literacy and math instruction, curricula and assessments can be understood through levels: (a) professional development most directly impacting classrooms/teachers; (b) professional development for teacher leaders/coaches who in turn help design and deliver site-based, ongoing, job-embedded professional learning to teachers and educators; and (c) professional development for central office staff and school administrators who work with teacher leaders/coaches in designing and delivering systemic and aligned professional learning across the district and schools. As student data, anecdotal teacher data, as well as the MMSD Literacy Program Evaluation demonstrate inconsistency of classroom instructional practices (i.e., the "instructional core" or Tier I in RtI), a major focus of literacy and math professional development centers on improving and aligning K-12 instructional practices.

A. Professional Development for School Staff

During the 2011-2012 school year, the 4-Year-Old Kindergarten teachers (4K) and 5-Year-Old Kindergarten teachers (5K) will be provided with professional development the third Monday of every month. The purpose of this professional development is for the 4K teachers to become more knowledgeable about preparing the children for kindergarten. The 5K teachers will learn about phonological awareness and phonics instruction. The work will be centered on implementing the district adopted core materials "Phonics Instruction" by Fountas and Pinnell as well as deepening teachers understanding. All of these pieces of the professional development will contribute to meeting the expectations of the K-12 literacy review, alignment to the Common Core State Standards and its place within the Comprehensive Literacy Model.

1. Professional Development for 4K Teachers

The 4K Professional Development Team has worked collaboratively since January 2011 to plan and facilitate a variety of high-quality professional development opportunities for community- and district-based 4K teachers and support staff. This includes:

- a two-day Summer Institute in August, attended by 230 4K and early childhood staff members
- monthly 2-hour PD sessions based on the current needs of the 4K staff, attended by approximately 100 teachers each month (see schedule below). The Creative Curriculum, GOLD Assessment Tool, 4K Benchmarks, and Wisconsin Model Early Learning Standards are the foundation of these professional development offerings.
- Optional small group professional development sessions based on a specific topic or need (utilizing up to 10 subs per month). Topics include: Supporting bilingual students, Preschool Routines and Transitions, Early Literacy and Math Development in a Play-Based Curriculum
- Optional weekly GOLD Assessment discussion groups through October
- Professional development sessions and/or individual coaching by request or as needed.
- Launching into Literacy and Math
- Professional development resources available for check out or on the 4K Ning

2. Professional Development for K and 1st grade teachers in the Mondo Bookshop Model for 2011-12:

Topics to cover for the year:

Mondo Professional Development will provide professional development services to support Madison Public Schools District to pilot the *Bookshop* Reading Program in identified elementary schools.

The identified elementary schools will use the *Bookshop* Reading Program to support the implementation of a comprehensive balanced literacy framework and will participate in the professional development described in this plan.

The goal of the professional development will be to improve the reading outcomes of all students in participating grades, through the combined implementation of the *Bookshop* resource and leadership professional development.

Mondo Professional Development will focus on the explicit objectives of:

- Tightening the existing reading workshop to make teaching more precise and focused
- Using data to drive differentiated instruction
- Making use of a range of instructional strategies: whole group, small group and individual to cater for the individual needs of all, making use of flexible grouping strategies in the reading workshop
- Building capacity across the schools and encouraging teachers and coaches to become more reflective of their teaching and learning practices

Mondo Professional Development will support schools to achieve a comprehensive, cohesive and consistent delivery of literacy instruction. A collaborative approach between the district team, the schools and Mondo will be essential in supporting the school's primary goal of improving teacher development and practice as it relates to gains in student achievement.

Each session will have a strong emphasis on data-driven instruction, analyzing assessment to plan day-to-day instruction on oral language and precise reading instruction that is targeted.

All of the Teacher Leader Days will take place in a school setting to allow for practical, data-driven demonstration lessons with a targeted focus on data-driven lesson planning and reflection on the teaching and learning.

3. Professional Development for Sixth-Grade Teachers

- Create common understanding of research-based & effective literacy practices (instruction & assessment) at the middle school level
- Increase teacher capacity in using formative and summative assessment to drive core reading instruction at the 6th grade level
- Increase teacher capacity in using research-based & effective literacy instruction including use of structures that facilitate differentiation in reading instruction
- Instruct teachers on how to implement district provided resources (6-8 Literacy Notebook, Traits of a Reader Unit, Scholastic Anthology, Toolkit Texts, Mini Lessons for Literature Circles, Do-Able Differentiation, Weather and Water and Ancient Civilizations leveled-text kits, Common Core State Standards)
- Support teachers in implementation by reconvening during 2nd semester for sharing & reflecting on practice and allowing teachers to deepen knowledge, skills and practice

4. Professional Development for Teacher Leaders/Coaches/Interventionists:

Professional Development in the Comprehensive Literacy Model for 2011-12-Year:

Overview of Comprehensive Literacy Model

- Constructing and assessing literate environments in schools, classrooms and interventions settings
- Implementing a comprehensive assessment system for data collection, analysis and diagnostic teaching
- The Reading Process: Interactive Read Aloud, Readers Workshop, Guided Reading
- The Writing Process: Interactive Writing, Writing Aloud, Writing Process, Writers Workshop
- The Reciprocal Process of Reading and Writing
- Comprehension: Literature Discussion Groups, Focus Units of Study

5. Professional Development in the Comprehensive Intervention Model for 2011-12:

Topics to cover for the year:

- The Struggling Reader & RTI
- Designing a Comprehensive Intervention Model
- Guided Reading Plus: Screening, Progress Monitoring, & Organizing
- Comprehension Focus Groups: Screening, Progress Monitoring, & Organizing
- Comprehension Focus Groups: Genre Studies, Knowledge of Text Structure, Mentor
- Comprehension Focus Groups: Mini-lessons, Anchor Charts
- Comprehension Focus Groups: Reading Conferences, Literature Discussion
- Comprehension Focus Groups: Writing Process, Writing Assisted Writing Groups & Planning
- Comprehension Focus Groups: Writing Conferences
- Assisted Writing Groups: Interactive Writing
- Increasing the capacity of district and school leadership teams to become more effective instructional leaders with a deeper understanding of data-driven best practices within the reading workshop and its impact on improving student achievement

6. Professional Development for Elementary Mathematics (K-5)

District math staff provide building-based Instructional Resources Teachers plan and conduct a monthly series of professional development. This professional development enhances the ability of building-based leaders to more effectively support teachers in their buildings with the implementation of the new instructional materials (described in the previous section). An outline of the monthly session focus areas is below:

September	Overview of Balanced Math Instructional Resources
October	Assessments Part 1- The Fact Interviews as a Catalyst for Change in an RTI Framework
November	Assessments Part 2- Making our Fact Interviews Reliable and Viable
December	Developmental Guidelines and Assessments - Connecting our Practice
January	Scope and Sequencing in Number and Operations and Geometry/ Measurement/ Data
Feb-April	Using the Instructional Guides for Number and Development
May	Action Planning for District Wide Viable and Reliable Implementation/ Institutionalization

7. Professional Development for Middle School Mathematics (6-8)

The five course sequence comprising the Middle School Math Specialist (MSMS) program includes:

- Number and Generalization
- Rational Number and Proportional Reasoning
- Geometry, Measurement and Trigonometry
- Algebra and Functions
- Experimentation, Conjecture and Reasoning

Each course is a graduate level course offered during summer and/or during the academic year. Tuition for cohort 1 and 2 is being provided through the MSMD and UW partnership agreement. In 2011-12, cohort 1 is finishing the series or courses while cohort 2 is beginning.

8. Professional Development for HS Department Chairs

Central office staff will coordinate and facilitate regular high school department chair meetings. High school department chair meetings will be scheduled monthly at a regular date and time. Meetings run from September through May (9 meetings/year).

The focus of the department chair work will be to provide support and learning opportunities to:

- align curriculum, instruction and assessment
- develop scope and sequence within all content areas
- deepen understanding examining student work to improve instruction and learning
- strengthen instructional leadership within the content areas across the District
- understand processes and systems in order to provide leadership (e.g. curricular review, program review)

9. Advancement Via Individual Determination (AVID)

AVID is a national elementary through postsecondary college readiness system that is designed to increase schoolwide learning and performance. The AVID system accelerates student learning, uses research-based methods of effective instruction, provides meaningful and motivational professional development, and acts as a catalyst for systemic reform and change. AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society.

AVID is comprised of two key elements. The first element is a stand-alone elective course that targets students in the academic middle. AVID targets students in the academic middle - B,C, and even D students (students with a 2.00 - 3.5 gpa) - who have the desire to go to college and the willingness to work hard. These are students who are capable of completing rigorous curriculum but are falling short of their potential. Typically, they will be the first in their families to attend college and many are from low-income or minority families. The second element of AVID is the use of high leverage, research- and evidence-based teaching strategies across the curriculum and across all classes with a focus on reading, writing, inquiry and collaboration as key strategies that foster achievement for all students.

MMSD has implemented both AVID elements in our four comprehensive high schools offering stand alone elective courses for students in grades 9 - 12. Additionally, through school-wide and district-wide professional development AVID strategies have been embedded across the high school curriculum. MMSD has also implemented AVID strategies at the middle school level and is in the planning process for AVID elective courses to be possibly implemented at all middle schools for the 2012-13 school year.

AVID/TOPS Meeting Schedule 2011-12

AVID/TOPS Strand Training (max. 40 participants)		
AVID Strand Training		
Date	Audience and Content	Location and Time
Thursday November 17, 2011 (25)	High School Topic: AVID Success Strategies	8:00 a.m. – 4:00 p.m. Lussier Heritage Center – Upper Level
Friday November 18, 2011 (25)	High School Topic: AVID Success Strategies	8:00 a.m. – 4:00 p.m. Lussier Heritage Center – Lower Level
Thursday February 2, 2012 (25)	MS and HS Topic: Critical Reading 1	8:00 a.m. – 4:00 p.m. Warner Park Community Recreation Center – Rm #2
Friday February 3, 2012 (25)	MS and HS Topic: Critical Reading 1	8:00 a.m. – 4:00 p.m. Lussier Heritage Center – Lower Level
Thursday March 1, 2012 (25)	MS and HS Topic: English Language Arts (grades 7 – 12)	8:00 a.m. – 4:00 p.m. Lussier Heritage Center – Lower Level
Friday March 2, 2012 (25)	MS and HS Topic: English Language Arts (grades 7 – 12)	8:00 a.m. – 4:00 p.m. Lussier Heritage Center – Lower Level
Thursday April 26, 2012 (25)	MS and HS Topic: Tutorology	8:00 a.m. – 4:00 p.m. Lussier Heritage Center – Lower Level
Friday April 27, 2012 (25)	MS and HS Topic: Tutorology	8:00 a.m. – 4:00 p.m. Lussier Heritage Center – Lower Level

AVID HS Coordinator Meetings (6 subs reserved)		
Focus of Meetings: Collaboration across district to ensure fidelity to AVID implementation of 11 essentials, parent involvement and embedding AVID strategies across the curriculum.		
Date	Time	Location

Monday, September 19, 2011	8:30 – 11:30 a.m.	Doyle 100A
Wednesday, October 19, 2011	1:00 – 4:00 p.m.	WEAC – Waubesa CR
Wednesday, November 16, 2011	1:00 – 4:00 p.m.	Doyle 129
Tuesday, December 6, 2011	8:30 – 11:30 a.m.	Doyle 100A
Thursday, January 12, 2012	1:00 – 4:00 p.m.	Olson 214
Thursday, February 9, 2012	8:30 – 11:30 a.m.	WEAC – Waubesa CR
Friday, March 9, 2012	1:00 – 4:00 p.m.	Olson 214
Thursday, April 12, 2012	8:30 – 11:30 a.m.	WEAC – Waubesa CR
Monday, May 21, 2012	1:00 – 4:00 p.m.	Olson 214

AVID Elective Teachers (20 subs reserved)		
Focus of Meetings: Developing AVID Scope and Sequence grades 8 – 12. As well as fostering teacher collaboration across the district.		
Date	Time	Location
Wednesday, September 28, 2011	1:00 – 4:00 p.m.	Warner CRC – Meeting Room
Tuesday, October 25, 2011	8:30 - 11:30 a.m.	Goodman Community Center – Evjue D
Tuesday, January 24, 2012	1:00 – 4:00 p.m.	Warner CRC
Tuesday, February 21, 2012	8:30 – 11:30 a.m.	Goodman Community Center – Merrill Lynch Rm
Tuesday, March 21, 2012	1:00 – 4:00 p.m.	Warner Community Room
Thursday, May 17, 2012	8:30 – 11:30 a.m.	Goodman Community Center

AVID MS Support Teachers (15 subs reserved)		
Focus of Meetings: Planning and Implementation of AVID elective at middle school as well as improving instruction by embedding AVID strategies across the curriculum.		
Date	Time	Location
Monday, October 10, 2011	8:00 – 11:30 a.m.	Warner CRC – Meeting Room
Wednesday, November 9, 2011	1:00 – 4:00 p.m.	Lussier Heritage Lower Level
Wednesday, January 18, 2012	1:00 – 4:00 p.m.	Warner CRC
Tuesday, February 14, 2012	8:30 – 11:30 a.m.	Goodman Community Center – Merrill Lynch Rm
Wednesday, March 14, 2012	1:00 – 4:00 p.m.	Warner CRC
Monday, April 16, 2012	8:30 – 11:30 a.m.	Goodman Community Center – Merrill Lynch Rm
Tuesday, May 8, 2012	1:00 – 4:00 p.m.	Warner CRC

10. MMSD REaL Meetings and Professional Development

In 2008, MMSD received a 5.3 million dollar grant **Smaller Learning Communities Grant** from the federal government. This grant is known locally as Relationships, Engagement, and Learning (REaL). Work to date has focused on developing teacher capacity, aligning curriculum, improving instructional practice all for the end goal of improving student achievement. The grant has three goals:

- 1) To improve student achievement for all students.
- 2) To improve student to student and student to adult relationships.
- 3) To improve post-secondary outcomes for all students.

MMSD has worked to develop cross district collaborative teams focused on improving instructional practice and aligning practice across the district. Initiatives have included professional development opportunities such as Adaptive Schools training, Critical Friends, and Aligned by Design. Additionally, REaL has focused on the implementation of EPAS, AVID (mentioned above), and professional collaboration time (one hour of early release for teacher collaboration time to focus on improving instructional practice for the end goal of raising student achievement). A significant focus of the grant has been to develop principals, assistant principals, department chairpersons, REaL grant coordinators, AVID coordinators, and literacy coaches as instructional leaders.

REaL Coordination Meetings

REaL Coordinator Meetings (High Schools)

Membership: REaL Grant Coordinators, Kolleen Onsrud, Tim Peterson, Amy Clements, and Julie Koenke

Focus of Meetings: Fostering instructional leadership as well as providing a collaborative approach to implementing the Smaller Learning Communities Grant across the district with focus on:

- Improving Student Achievement
- Improving Adult and Student/Student and student relationships
- Improving Post-Secondary Outcomes for all students.

Date	Time	Location
September 9, 2011	8:00 – 10:30 a.m.	Electric Earth
September 16, 2011	8:00 – 10:30 a.m.	Electric Earth
October 7, 2011	8:00 – 10:30 a.m.	Electric Earth
October 14, 2011	8:00 – 10:30 a.m.	Electric Earth
October 21, 2011	8:00 – 10:30 a.m.	Electric Earth
November 4, 2011	8:00 – 10:30 a.m.	Electric Earth
November 18, 2011	8:00 – 10:30 a.m.	Electric Earth
December 2, 2011	8:00 – 10:30 a.m.	Electric Earth
December 9, 2011	8:00 – 10:30 a.m.	Electric Earth
December 16, 2011	8:00 – 10:30 a.m.	Electric Earth
January 13, 2012	8:00 – 10:30 a.m.	Electric Earth
February 3, 2012	8:00 – 10:30 a.m.	Electric Earth
February 10, 2012	8:00 – 10:30 a.m.	Electric Earth
March 2, 2012	8:00 – 10:30 a.m.	Electric Earth
March 9, 2012	8:00 – 10:30 a.m.	Electric Earth
March 16, 2012	8:00 – 10:30 a.m.	Electric Earth
April 13, 2012	8:00 – 10:30 a.m.	Electric Earth
May 4, 2012	8:00 – 10:30 a.m.	Electric Earth
May 11, 2012	8:00 – 10:30 a.m.	Electric Earth
June 1, 2012	8:00 – 10:30 a.m.	Electric Earth

REaL Assistant Principals and Grant Coordinators

Focus of Meetings: Improving and enhancing instructional leadership by increasing skills in identifying and supporting high quality instruction.

Date	Time	Location
September 21, 2011	7:45 – 8:45 a.m. – AP Cohort 1 only 8:45 – 9:45 a.m. – REaL Coordinators and AP Cohort 1 9:45 – 10:45 a.m. – REaL Coordinators only 10:45 – 11:45 a.m. REaL Coordinators and AP Cohort 2 11:45 – 12:45 a.m. AP Cohort 2 only	Lussier
October 12, 2011	7:45 – 8:45 a.m. – AP Cohort 1 only 8:45 – 9:45 a.m. – REaL Coordinators and AP Cohort 1 9:45 – 10:45 a.m. – REaL Coordinators only 10:45 – 11:45 a.m. REaL Coordinators and AP Cohort 2 11:45 – 12:45 a.m. AP Cohort 2 only	Lussier
November 9, 2011	7:45 – 8:45 a.m. – AP Cohort 1 only 8:45 – 9:45 a.m. – REaL Coordinators and AP Cohort 1 9:45 – 10:45 a.m. – REaL Coordinators only 10:45 – 11:45 a.m. REaL Coordinators and AP Cohort 2 11:45 – 12:45 a.m. AP Cohort 2 only	Lussier
December 21, 2011	7:45 – 8:45 a.m. – AP Cohort 1 only 8:45 – 9:45 a.m. – REaL Coordinators and AP Cohort 1	Lussier

	9:45 – 10:45 a.m. – REaL Coordinators only 10:45 – 11:45 a.m. REaL Coordinators and AP Cohort 2 11:45 – 12:45 a.m. AP Cohort 2 only	
January 18, 2012	7:45 – 8:45 a.m. – AP Cohort 1 only 8:45 – 9:45 a.m. – REaL Coordinators and AP Cohort 1 9:45 – 10:45 a.m. – REaL Coordinators only 10:45 – 11:45 a.m. REaL Coordinators and AP Cohort 2 11:45 – 12:45 a.m. AP Cohort 2 only	Lussier
February 15, 2012	7:45 – 8:45 a.m. – AP Cohort 1 only 8:45 – 9:45 a.m. – REaL Coordinators and AP Cohort 1 9:45 – 10:45 a.m. – REaL Coordinators only 10:45 – 11:45 a.m. REaL Coordinators and AP Cohort 2 11:45 – 12:45 a.m. AP Cohort 2 only	Lussier
March 21, 2012	7:45 – 8:45 a.m. – AP Cohort 1 only 8:45 – 9:45 a.m. – REaL Coordinators and AP Cohort 1 9:45 – 10:45 a.m. – REaL Coordinators only 10:45 – 11:45 a.m. REaL Coordinators and AP Cohort 2 11:45 – 12:45 a.m. AP Cohort 2 only	Lussier
April 18, 2012	7:45 – 8:45 a.m. – AP Cohort 1 only 8:45 – 9:45 a.m. – REaL Coordinators and AP Cohort 1 9:45 – 10:45 a.m. – REaL Coordinators only 10:45 – 11:45 a.m. REaL Coordinators and AP Cohort 2 11:45 – 12:45 a.m. AP Cohort 2 only	Lussier
May 16, 2012	7:45 – 8:45 a.m. – AP Cohort 1 only 8:45 – 9:45 a.m. – REaL Coordinators and AP Cohort 1 9:45 – 10:45 a.m. – REaL Coordinators only 10:45 – 11:45 a.m. REaL Coordinators and AP Cohort 2 11:45 – 12:45 a.m. AP Cohort 2 only	Lussier

REaL Principals, Coordinators and Literacy Coaches

Focus of Meetings: Cross-District Collaboration of Smaller Learning Communities Grant with focus on implementing grant goals outlined above.

Date	Time	Location
September 28, 2011	8:00 – 10:00 a.m.	Doyle 103
October 26, 2011	8:00 – 10:00 a.m.	Doyle 103
November 23, 2011	8:00 – 10:00 a.m.	Lussier Heritage Center
December	NO Meeting – Winter Break	
January 25, 2012	8:00 – 10:00 a.m.	Doyle 103
February 29, 2012	8:00 – 10:00 a.m.	Lussier Heritage Center
March 28, 2012	8:00 – 10:00 a.m.	Doyle 103
April 25, 2012	8:00 – 10:00 a.m.	Lussier Heritage Center
May 23, 2012	8:00 – 10:00 a.m.	Doyle 103

REaL Literacy Innovation Team Meetings

Focus of Meetings: The implementation of literacy across the curriculum and sharing best-practices.

Tentative Dates	Time	Location
Monday, October 17, 2011	12:00 – 4:00 p.m.	Lussier Heritage Center
Friday, December 12, 2011	8:00 a.m. – 12:00 pm	TBD
Tuesday, February 14, 2012	8:00 a.m. – 12:00 p.m.	TBD
Friday, May 25, 2011	12:00 – 4:00 p.m.	TBD

B. Professional Development for Administrators and Central Office

1. Professional Development for Central Office/School Support Teams

Context: Besides providing professional development for teacher leaders (noted above), MMSD Central Office is transforming itself to provide more responsive and customized support to schools. One aspect of this Central Office Transformation is the formation of interdisciplinary school support teams (SSTs) (e.g., professional development, student services, education services, ESL/bilingual/dual language staff) that serve one of five district attendance area "Clusters" (one high school team and four 4K-8 school support teams). These SSTs consist of core members who are frequently in schools (what we are calling the "Tier 1" team), Tier 2 staff with specialized instructional expertise who assist different SSTs when needed (e.g., literacy and math district teacher leaders), and Tier 3 staff with specialized non-instructional expertise who will assist different SSTs when needed (e.g., business services). Currently, MMSD is implementing the Tier 1 and Tier 2 SST support and planning for Tier 3 SST support. Thus, SSTs will draw upon central office staff with math or literacy expertise (Tier 2) to provide supplemental academic PD for schools. A major PD focus of Tier 1 and 2 SST support to schools this year is implementing MMSD's new research-based instructional framework, the 5 Dimensions of Teaching & Learning as well as Response to Instruction and Intervention (Rtl²), as described previously, particularly in the areas of math and literacy.

Purpose & Objectives

One purpose of PD for central office is to equip school support teams with the knowledge and skills around implementing and aligning the 5Ds, Rtl², and academic core practices. A second interrelated purpose of PD for central office is to equip school support teams with knowledge and skills for supporting schools in the refined MMSD school improvement process. This process includes a greater emphasis on data analysis, identifying high leverage instructional "problems of practice" or challenges, developing a theory of action to address the problems of practice, and developing school improvement plans that incorporate these areas. An important tool/process in the early phases of the school improvement cycle is using "Instructional Rounds" in concert with the 5D framework to examine classroom practices and identify problems of practice. This school improvement process is intended to help improve the instructional core and Rtl² practices (with a major emphasis on Tier 1 for 2011-12).

Foundational professional development in these areas will be offered September – February in large group settings, starting with Tier 1 SST facilitators and members. Subsequently, department and team meetings will continue to learn and improve in supporting schools in these endeavors.

2. Professional Development for Principals and Assistant Principals

We created a three-year Understanding by Design template to map out the goals, big ideas, essential questions, and other backward design elements for principal and assistant principal instructional leadership professional development. (see Attachment 13 for more detail). The three goals are:

1. Develop the knowledge and skills necessary to support and enhance the role of Instructional Leader
2. Develop a school culture of professional learning, inquiry, and collaboration
3. Develop and refine skill identifying high quality teaching and learning to provide meaningful classroom observation feedback and inform professional learning and school improvement

As with central office, major instructional leader PD topics for 2011-12 include the promoting and developing a shared and aligned vision of high quality teaching and learning through an integration of the 5Ds and defined MMSD math and literacy core practices, implementing a refined school improvement process, implementing Rtl², and building a professional learning community that supports all this work. This PD also provides opportunities for instructional leaders to consider next steps and applications to their unique contexts.

Principals meet monthly for 5-7 hours and assistant principals meet monthly for 2-3 hours. They are also supported by school support teams for more individualized and on-site professional learning support.

I. Develop or Revise a District Improvement Plan

Include strategies to promote effective parental involvement in the schools served by the LEA

Utilizing the Epstein School, Family and Community Partnerships model our work to promote effective parental involvement in schools served by the LEA include by category:

A. Parenting

- a. Mothers In The Neighborhood - parent involvement group in the Allied Dr neighborhood
- b. Title VII Back to School Supplies
- c. UMOJA Magazine Column - African American Educators communicating best practices for parents/guardians to support their children's success
- d. Parent Empowerment Group - Falk, Mendota, Lowell & Hawthorne Elementary Schools; after school classes to increase parent involvement of parents of color.
- e. Principal Baruti Kafele – community consulting around higher education aspiration

B. Volunteering

- a. American Indian Science and Engineering Society, parents volunteering their time to chaperone out of city field experiences
- b. 4K registration - assisting ESL/BE/DLI with language

C. Learning At Home

- a. Play & Learn - assuring the enrollment and education of African American students and families in the new Play & Learn in the Darbo neighborhood
- b. Lowell Home School Association – monthly meeting between Lowell Elementary Parents and Salvation Army

D. Communicating

- a. Community conversations about race - district and city wide collaboration to promote dialog about education among stakeholders
- b. UMOJA Magazine Column - African American Educators communicating best practices for parents/guardians to support their children's success
- c. Intercambio - collaborating with ESL/Bilingual
- d. Parent/Teacher/Principal Meeting - Lafollette to discuss individual need of student to get them reengaged in school
- e. Hmong Education Council: The Hmong Education Council is a group of dedicated Hmong professionals who work in the education profession. They meet monthly at the Doyle Building to support academic achievement and success for Hmong students and families.
- f. In collaboration with the Educational Services Department, the Latino Family Involvement Liaison has been working on the coordination and delivery of the Program ¿Qué Pasa en Nuestras Escuelas? The program informs the Latino Community about what happens in our schools each month on the third Thursday.

E. Collaborating With the Community

- a. 100 Black Men of Madison/MMSD Backpacks For Success Event
- b. All City American Indian & Alaskan Native Graduation - celebration for American Indian/Alaskan Native students graduation from kindergarten, 5th, 8th and 12th grades
- c. Africa Night/Gbefi Library in Ghana Project at Lowell School - fundraiser for a library in Africa
- d. Harlem Museum at Lowell Elementary School - evidence from Madison Foundation Grant and trip to Harlem Children's Zone
- e. Kwanzaa Celebrations at Lowell & Falk Elementary Schools
- f. Read Your Heart Out Day - at Lowell, Mendota, Falk and Hawthorne Elementary Schools - increasing family participation and engagement
- g. Hmong New Year Celebration
- h. HAS3 - Community Talent Show
- i. Partnerships with - Vera Court, Centro Hispano, Centro Guadalupe, La Movida and La Sup

- j. Continued work with the Kajsab House to provide community outreach and direct services, as well as provide district resources and updates.

F. Decision Making

- a. Title VII Parent Committee
- b. CREATE Conference Parent Panel Participation – Parents represented MMSD at this state conference
- c. Parent Empowerment Group - Falk, Mendota, Lowell & Hawthorne Elementary Schools; after school classes to increase parent involvement of parents of color.
- d. African American PTO creation and support at Falk Elementary
- e. Parent and School Partnership Curriculum (PSP) is a family involvement program designed to train parents, school personal and community based organizations to become active leaders and advocates in improving their children's' schools and educational instruction. A training took place in May 2011, and 38 graduates participated in a graduation ceremony in October 2011. Expansion of the PSP is currently taking place at Nuestro Mundo. The first of 9 training sessions began in October the participants are expected to graduate from the PSP program in November 2011.
- f. Parent Advisory Board for GEAR-UP-EIP, a Federally Funded grand program through DPI and is working to provide early intervention and college awareness to all the students in rolled in the DPI program. The goals of the state program are to 1. Retain the students in middle and high school; 2. Help students graduate from high school; 3. Enroll students into post-secondary educational program; and 4. Award college freshman and continuing scholars a GEAR-UP Scholarship.
- g. The MMSD Office of Community Engagement and Public Information will
 - Solicit input from parents and guardians relative to district initiatives and Board policy decisions
 - Develop comprehensive communication plans utilizing traditional and new media along with face-to-face gatherings to reach and engage families in decision-making and supporting their children's education.
 - Parent Advisory Group to Close the Achievement Gap. This committee is new to the district. We had our first meeting on September 7, 2011, at the Urban League of Greater Madison to identify why parents do not feel we are closing the achievement gap. We are working year long to address the perceived needs. These identified problems are outlined in the Parent Problem Identification document (Attachment 14).

I. Develop or Revise a District Improvement Plan

Include a determination of why the LEA's previous plan did not bring about increased student academic achievement.

The superintendent, with administrative staff, is working with consultants from the University of Washington, the Center for Educational Leadership to identify the problems of practice and theories of action to address the needs of all students in MMSD. We believe once these identified areas are addressed through the plans defined within this document, we will improve student achievement.

In addition, each school is provided a School Support Team with members from Central office on that team to have monthly meetings with the Principal and school Leadership Team to work through the schools' problems of practice in support of change.

PROBLEMS OF PRACTICE

Central Office Practices Contributing to our Gaps:

Central office leaders have not established a vision and plan around high-quality teaching that adequately communicates what such teaching looks like and how the system should support it.

Central Office administrators do not systematically gather and analyze information about the quality of teaching practice or principal practice.

Central Office administrators have insufficient knowledge around high-quality instruction in order to analyze instruction, provide principals feedback, and plan for their professional development.
Central office administrators do not collaboratively establish non-negotiable goals for achievement and instruction.

Central office administrators do not monitor non-negotiable goals for achievement and instruction.

Principal Practices Contributing to our Gaps:

Principals do not consistently focus, analyze, and provide feedback on high quality instruction.
Principals' time is not consistently focused on high quality instruction and student learning.
Principals do not consistently create and sustain a culture of high expectations for all students.

Teacher Practices Contributing to our Gaps:

Teachers do not consistently utilize research based practices that result in student learning.
Teachers do not consistently have high expectations for all students.
Teachers inconsistently share, examine and observe core instructional practices.
Teachers inconsistently examine high quality student work together.

THEORIES OF ACTION

If...

The Superintendent advances and leads an agenda of high quality teaching and learning...

Then...

The district will experience a culture of professional learning, high expectations, accountability for student achievement, and improved outcomes for all students.

If. . .

Central office staff spend time engaged in regular support to schools using Instructional Rounds and the 5 Dimensions of Teaching and Learning as a common framework for defining high-quality teaching...

Then. . .

Central office staff will deepen their capacity to assist schools and principals in strengthening their instructional practice as well as increasing their own understanding of high-quality instruction

If. . .

As part of conducting Instructional Rounds, central office staff systematically collect evidence about the quality of teaching in classrooms and the capacity of each principal to engage in instructional leadership...

Then. . .

Central office leaders will have a solid base of evidence from which to begin more intensive differentiated work with principals to strengthen their instructional leadership capacity.

If. . .

Assistant Superintendents focus their efforts on developing principals as instructional leaders...

Then. . .

Principals will be able to cultivate a culture of professional learning, high expectations, and accountability for learning on behalf of all students.

If. . .

We organize our schools into clusters, if dedicated central office staff work intensively with the principals in those clusters to improve instructional practice, and if they base their work on the latest research on the features of powerful learning partnerships between central office and schools...

Then. . .

Principals and teachers will have the support they need to improve instructional practices.

If. . .

Principals focus their time and skills as instructional leaders and get necessary support from school support teams and central office...

Then. . .

The school culture will shift and teachers will experience on-going, high quality, job-embedded professional development around improving the quality of instruction and specifically their capacity to differentiate instruction for all students with a focus on helping all students reach or exceed high standards.

If. . .

Teachers utilize research based and differentiate instruction for all students with a focus on helping all students reach or exceed high standards...

Then. . .

Low-performing students will achieve at higher levels and high-achieving students will advance their learning.

If . . . Teachers consistently share, examine, and refine district research-based practices together...

Then . . .

Teachers will improve their practice.

If . . . Teachers consistently examine high quality student work together...

Then . . .

They will improve their practice and raise student achievement.

If . . . We collectively believe in the potential of all students as learners...

Then . . .

MMSD will have an increased sense of collective efficacy, believing that all students are capable and will learn, while continuing to pursue opportunities to improve our practice so that all of our students will truly thrive as global citizens.

II. Appendix A: Required Components of Parent Notification Letters for School Identified for Improvement

The District must provide notice to parents of each student enrolled in a school served by the district.

Strategies for informing families of District in Need of Improvement status:

The following is a communications plan from the MMSD Office of Community Engagement and Public Information for creating awareness and soliciting input from families and other stakeholders:

Strategy is to include the following:

- Launch web page with a letter from Superintendent Nerad,
- A list of the schools and content areas in need of improvement, links to WINSS
- Data on the web, an explanation of improvement plan strategies, and a
- Section for feedback and suggestions.
- Meet with news media to discuss plan for improvement
- Distribute letter from Superintendent Nerad in school newsletters
- Email letter from Superintendent Nerad to all student households
- Outline plan for improvement as part of January 2012 State of the District report.
- Convene listening and information sessions for families of schools identified for improvement

Web links:

<https://www.madison.k12.wi.us/node/9960>

<https://www.madison.k12.wi.us/node/9949> Improvement

III. Appendix B: Required Components of School Improvement Plans for Title I Schools Identified for Improvement

Notify Parents

The district shall:

- *Promptly provide to the parents (in a format and to an extent practicable, in a language the parents can understand) of each student enrolled in a school served by the DIFI:*
 - *The AYP results;*
 - *The reasons the district was identified for improvement; and*
 - *How parents can participate in upgrading the quality of education in the district.*

The following items are attached for the compliance of Leopold Elementary School. (Only the English version is attached; however, all of the following documents were available in English and Spanish.) The school is in SIFI Status 2:

1. Letters sent to Leopold parents regarding SIFI and School Choice status. (Attachments 15 and 16)
2. Application for Student Transfer form (Attachment 17).
3. Supplemental Educational Services (SES) information (Attachment 18).
 - a. SES letter available at registration (August 18, 2011)
 - b. SES letter available at Open House (October 4, 2011)
 - c. SES Tutoring letter and information (October 27, 2011)
4. Leopold School Improvement Plan which was provided at registration and defines parent involvement in the school. (Attachment 19)
5. MMSD WKCE Results, by school. (Attachment 8)
6. All of the above documents are posted on Leopold's web site.

IV. Set Aside Title I, Part A funds

The district shall:

- *Provide an assurance that the DIFI will spend not less than 10 percent of the funds allocated to the district for the purpose of providing high quality professional development that addresses the academic achievement area that caused the district to be identified as a DIFI. This includes funds reserved for professional development for Schools Identified for Improvement (SIFI) but excludes funds reserved for professional development to assure highly qualified teachers and paraprofessionals.*

As part of the ESEA Application for Title IA, at least 10 percent of the Title IA Award was to be set aside for DIFI Professional Development. Ten percent of \$6,410,248 is \$641,024. In the 2011-12 ESEA Application, a total of \$773,766 was set aside for DIFI Professional Development. This includes:

- \$73,000 for Summer School Interventionists and Coaches
- \$85,000 for WCER
- \$30,000 for University of Arkansas and Linda Dorn
- \$160,000 for 2 DLI Planners
- \$170,400 for the SIP Package (i.e. \$18,000 for Harvard Achievement Gap Conference, \$60,000 for CLM and CIM PD with Linda Dorn, Kindergarten PD and Interventionist Books, \$13,500 for extended employment/contract for Kindergarten PD, \$65,000 for extended employment/contract for Core Cluster PD, and \$5,600 for Language Workshop Planning)
- \$110,000 for Principal Coaches
- \$74,366 for Reading Recovery Teacher Leaders
- \$71,000 for a Family Engagement Specialist

In addition, \$570,000 is set aside in Title IA for SIFI Transportation and SES at Leopold Elementary School and \$43,279 is designated for PD in the form of our Private Parochial Liaison.

IV. Request Technical Assistance as Needed

Upon request by the DIFI, the DPI shall:

- *Provide technical or other assistance to better enable the district to:*
 - *Develop and implement the district's plan and*
 - *Work with the schools needing improvement.*

It is the request of MMSD that the DPI provide technical support to principals in our district with the foundations of instructional leadership that were generated from the work of the Wallace Grants. We would like to begin with middle school principals as our first group to launch this initiative. Many of our elementary principals and high school principals were part of the Wallace work, and we believe we could use support with our middle school principals at this time.

Another area of need is to support our district in the development of the Data Dashboard using the contract vendor VersaFit. We began this partnership over a year ago but are unable to get the district to the level of data retrieval as necessary for our work in identifying core problems and root causes. Additional funding is needed to get our district to receive greater information on student data in a dashboard format.

District Balanced Assessment Plan

Administration is recommending a series of assessments for adoption for the 2010-11 school year. In January a full cost proposal and recommendation will come forth for final approval. We are asking for action on the Cognitive Ability Test (CogAT) during the Operational Support Committee on Monday due to the time element for implementation. A full description of the assessment plan is below.

- **The Measures of Academic Progress (MAP):** Grades 3-7. MAP is incorporated into the MMSD Balanced Assessment Plan as a computer adaptive benchmark assessment tool for grades 3-7. Administration of the assessment is planned for spring, 2011.
- **Cognitive Ability Test (CogAT):** Grades 2 and 5. As proposed in the Talented and Gifted Plan approved by the Board of Education in August, 2009, the district is requesting approval of funds to purchase and score the Cognitive Ability Test (CogAT) to be administered in February, 2011, to all second and fifth graders.
- **The EPAS System:** Explore Grades 8-9, Plan Grade 10, ACT Grade 11. The EPAS system provides a longitudinal, systematic approach to educational and career planning, assessment, instructional support, and evaluation. The system focuses on the integrated, higher-order thinking skills students develop in grades K-12 that are important for success both during and after high school. The EPAS system is linked to the College and Career Readiness standards so that the information gained about student performance can be used to inform instruction around those standards.

The Measures of Academic Progress (MAP)

Measures of Academic Progress (MAP) is a series of computer adaptive assessments developed by educators and is researched, supported and marketed through the Northwest Evaluation Association, a non-profit educational organization. The new Wisconsin state assessment system to replace the Wisconsin Knowledge and Concepts Exam (WKCE) is being designed to include computer adaptive assessments for the elementary and middle school level. In addition, these assessments will allow multiple opportunities to benchmark student progress during the school year. This type of assessment tool allows for immediate and detailed information about student understanding and facilitates the teachers' ability to re-teach or accelerate classroom instruction. Correlation of student growth using the Measures of Academic Progress is compatible with the Educational Planning and Assessment System (EPAS), thereby providing students, teachers and families with a continuum of benchmarked learning progression from elementary into high school.

Computer Adaptive Assessment

Computer adaptive assessments are able to provide detailed data about where each child is on their unique learning path because the response selected by a child is correlated with the next question type provided to the child. MAP adapts to a student's responses – as they take the test. If a student answers a question correctly, the test presents a more

challenging item. If a student misses a question, MAP offers a simpler item. In this way, the test narrows in on a student's learning level, engaging them with content that allows them to succeed.

Assessments

A complete set of assessments is available, aligned to national and state curricula and standards. MMSD is selecting the assessments in reading, language usage and mathematics. The areas assessed in these content areas include:

Reading

- Word Recognition and Vocabulary
- Reading Comprehension – Literal
- Reading Comprehension – Interpretive
- Reading Comprehension – Evaluation
- Literacy Response and Analysis

Language Usage

- Composing/Writing Process
- Composition Structure
- Basic Grammar and Usage
- Punctuation
- Capitalization

Mathematics

- Number Sense
- Estimation and Computation
- Algebra
- Geometry
- Measurement
- Statistics and Probability
- Problem Solving, Reasoning and Proofs

Cognitive Ability Test (CogAT)

As proposed in the Talented and Gifted Plan approved by the Board of Education in August, 2009, the district is requesting approval of funds to purchase and score the Cognitive Ability Test (CogAT) to be administered in February, 2011, to all second and fifth graders.

The CogAT is used extensively in many districts, including Chicago Public Schools, to help identify student ability and therefore student needs for support or challenge. CogAT is less dependent on present student performance and thus offers the possibility of identifying traditionally underserved students with high potential who may not be performing well but who may need additional challenge.

Our rationale for assessing at 2nd grade is that we would like identification as early as possible. The younger the students, the less reliable the instrument is. By choosing 2nd grade, rather than K or 1st, we will be assessing early but with more reliability and can

use results to inform scheduling for 3rd grade and provide teachers with information for interventions for the rest of the school year.

Using CogAT at 5th grade provides information for 5th grade teachers. It also can be used to inform scheduling for middle school. Unlike IQ scores, with proper teaching based on results of the assessment, student scores can be increased over the years. By consistently using the CogAT, we will be able to eventually monitor progress of individual students from 2nd to 5th grade. Riverside Publishers will provide teacher training in interpreting and using the results at no additional charge.

The EPAS System

ACT's EPAS[®] Educational Planning and Assessment System was developed in response to the need for all students to be prepared for high school and the transitions they make after graduation.

The EPAS system provides a longitudinal, systematic approach to educational and career planning, assessment, instructional support, and evaluation. The system focuses on the integrated, higher-order thinking skills students develop in grades K-12 that are important for success both during and after high school. The EPAS system is linked to the College and Career Readiness standards so that the information gained about student performance can be used to inform instruction around those standards.

EPAS is unique in that its programs can be mixed and matched in ways that meet the needs of individual schools, districts, or states. However, each program includes the four components that form the foundation of EPAS:

- **Student Planning**—Process through which students can identify career and educational goals early and then pursue those goals.
- **Instructional Support**—The ACT College and Career Readiness Standards provide classroom teachers with skills based standards to help prepare their students for the coming transitions. The standards reinforce the direct link between the content and skills measured in the EPAS assessments and content and skills that are taught in high school classrooms.
- **Assessment**—Student achievement is assessed at three key transition points in EPAS—8th/9th, 10th, and 11th/12th grades—so that academic progress can be monitored to ensure that each student is prepared to reach his/her post-high school goals. The following assessments are given per grade:
 - 8th/9th grade: Explore
 - 10th grade: Plan
 - 11th/12th grade: ACT
- **Evaluation**—following the completion of each assessment an academic information monitoring service provides students, families, teachers and administrators with a comprehensive analysis of academic growth between EPAS levels.

MADISON METROPOLITAN SCHOOL DISTRICT



Strategic Plan Action Plans Year Three 2011–2012

Daniel A. Nerad, Superintendent
September 2011

.....Action Plans/Leaders.....

Student	Curriculum	Staff	Resource/Capacity	Organization/Systems	Facilitator (if needed)
Michael Hertting John Harper	Joe Gothard Lisa Wachtel	Robert Nadler Brad Kose	Erik Kass Andrew Statz	Nancy Yoder Sue Abplanalp	Sue Gorud

Strategic Plan Action Plans Year Three 2011 – 2012

September 2011

<i>Action Plan</i>	<i>Page</i>
Student Action Plan	1
Curriculum Action Plan.....	11
Staff Action Plan.....	37
Resource/Capacity Action Plan	44
Organization/Systems Action Plan	51
Attachment – Core Measures	63

**Strategic Plan Action Steps – Year Three (2011-12)
Student**

Student Action Plan – Achievement for All Students							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
1. Define successful MMSD graduate outcomes: <ul style="list-style-type: none"> ▪ Content knowledge ▪ Civic-minded skills ▪ Life-enriching skills ▪ Social-emotional skills 	1	Opportunity for Success	Assistant Superintendent to identify a team consisting of: Middle/High school staff, T & L, Ed Services, Student Services Curriculum Action Team	November 2009	1. An Action Team is developed that includes leaders from our schools, business community, technical schools, Institutes of Higher Education, parents, and students. Composition of team will include leaders from our schools, business community, technical schools, Institutes of Higher Education, parents, and students.	Existing resources	To be completed by mid February. Student & Teacher Council is being incorporated into final format. Completed a draft document as a result of conversations with staff, students and parents, in response to the question, "What should the ideal MMSD graduate know and be able to do?"
2. Define successful MMSD graduate.	1	Opportunity for Success	Assistant Superintendent and Action Team	November, 2009 – May 2010	Definition of successful MMSD graduate aligned to mission with desired outcomes in the following areas: 1. Content knowledge based on ACT college/career readiness standards. 2. Civic-minded skills aligned to the standards outlined by the Partnership for 21 st Century Skills. 3. Life-enriching skills which may include but is not limited to: extra-curricular activities (athletics, clubs, organizations) and service learning opportunities. 4. Social-emotional skills based on the MMSD social	1. Extended employment compensation for meetings/work time beyond contract day. Approximate cost estimate: 300 total hours x \$15.00/hr = \$4,500; 20 (1/2 day subs = \$2000; total = \$6,500. 2. Food costs when meetings take place during dinner hours. Approximate cost estimate: \$1,000 3. Possible consulting fee(s)	Completed a draft document (not yet ready for external dissemination). Completed a draft document outlining the next steps to be taken in defining the ideal MMSD graduate by measurable outcomes tied to the criteria listed in the Visible Result column for Student Action Plan, Action Step 2.

P37

**Strategic Plan Action Steps – Year Three (2011-12)
Student**

Student Action Plan – Achievement for All Students							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
					emotional learning standards (SELS). 5. Career awareness which may include but is not limited to the student's knowledge of personal interests/skills/values; understanding of the 16 Career Clusters which describe the world of work; developmentally-appropriate mastery of 21st-Century Skills; a plan which incorporates the student's knowledge of personal interests/skills/values, his/her understanding of the world of work, and his/her mastery of 21st-Century Skills into a career pathway identifying appropriate post-secondary education and employment options.		
3. Develop and implement an electronic-based individual learning plan (ILP) for all MMSD students, prioritizing students in grades 9 – 12 in initial implementation.	1	All Students; Opportunity for Success	Assistant Superintendents to identify an ILP Action Team.	Done	1. The electronic-based ILP will be based off of the WisCareers platform which will interface with Infinite Campus, the District's information management system. 2. Identify a subgroup of the ILP Action Team to create an ILP implementation plan that includes a mechanism for feedback and evaluation (e.g., survey instruments, external evaluation conducted by the Wisconsin Center for Educational Research).	1. Consulting/ programming development/evaluation fee to enable the ILP to interface with Infinite Campus 2. External evaluation cost is covered in the aforementioned consulting/programming development/evaluation fee listed above.	Change ILP software vendors from WISCareers to Career Cruising. Career Cruising automatically interfaces with Infinite Campus. Middle- and high-school contacts for Career Cruising have been identified and given professional development in the
	1		Assistant Superintendents, Instructional Council, and ILP	Done			

P38

**Strategic Plan Action Steps – Year Three (2011-12)
Student**

Student Action Plan – Achievement for All Students							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
	1		Action Team. Assistant Superintendents and ILP Action Team.	October, 2009 – March, 2009	<p>3. ILP implementation plan will clearly articulate the following:</p> <ul style="list-style-type: none"> • district-wide communication plan • accountability measures to evaluate implementation/effectiveness Survey K-5 • initial introduction and ongoing professional development for staff • time to communicate with student(s) and parents relative to student progress 	<p>3. Extended employment and or substitute release time for teachers/staff.</p> <p>Approximate total cost estimate = \$17,000</p> <p>This is dependent upon the implementation plan. Should the district opt to utilize early release or already scheduled professional development days, the costs can be significantly reduced.</p>	<p>use of Career Cruising.</p> <p>Completed template for K-5 and 9th grade.</p> <p>ILP will be translated into Spanish and Hmong and will start in January 2011.</p> <p>All materials in Career Cruising are fully available in English, Spanish, and French.</p> <p>ILP activities were begun in grades K-5 and grades 6 and 9 during the 2010-11 school year.</p>
	1		Assistant Superintendent, ILP Action Team, and building administrators.	2010-11 school year	<p>4. Implement the ILP professional development plan district-wide with fidelity.</p> <p>Elementary – Paper/pencil version of ILP began with Ready Set Goal and completed at Parent Teacher conference.</p> <p>Areas identified are:</p> <ol style="list-style-type: none"> 1. Student strengths 2. Growth areas 3. Suggested goals <p>Grade 6th - 12 – electronic version of ILP will be implemented in Fall 2011. Contracting with Career Cruising.</p>	<p>Alternative options include:</p> <ol style="list-style-type: none"> 1. Extended employment and or substitute release time for teachers/staff. 2. Food costs when meetings take place during dinner hours. 	

P39

**Strategic Plan Action Steps – Year Three (2011-12)
Student**

Student Action Plan – Achievement for All Students							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
4. Establish and implement a consistent system of measurable outcomes to determine student, school, and district progress in eliminating the achievement gap.	1	Achievement Gap; All Students; Opportunity for Success	Management Team	In progress to be completed by 2010 school year	<p>Develop a multi layer system of measurement to be established and implemented. Measurement system includes but is not limited to:</p> <ul style="list-style-type: none"> • Formal assessments (e.g., WKCE, Explore, Plan) • Student progress relative to ILP goals and success/ progress over time • High school completion rates <p>Student participation in continuing education opportunities beyond high school (two draft surveys have been completed: senior survey and post graduation outcomes survey)</p> <p>The following assumptions are used across all measures:</p> <ul style="list-style-type: none"> • All metrics will come from an existing source whenever possible, e.g., DPI WINSS, ISES, School Performance Report, etc. • All metrics related to students will be disaggregated by the following groups if the data are available: gender, DPI or MMSD race/ethnicity categories, income status (i.e., low income vs. not low income), special education 	<p>Members of Management Team will participate in developing system of measurement. Staff from Research and Evaluation will need to be active participants.</p> <p>Additional Research Staff to support the multiple data measurements.</p>	Completed

P40

**Strategic Plan Action Steps – Year Three (2011-12)
Student**

Student Action Plan – Achievement for All Students							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
					status, English Language Learner (ELL) status. • Up to three years of data will be used for an historical analysis. Some measure will not have that much history as they are recent or being created for the first time with this project. See attached document for complete list of measurements.		
4.1 Implement research-based instructional strategies to eliminate the achievement gap.	1		Assistant Superintendents and Department Executive Directors.	2009-10	Additional strategies to eliminate the achievement gap are defined and implemented using information from MSAN (Minority Student Achievement Network) school districts, High School Reform Research, Turnaround Models K-12 Literacy models. Examples of changes are: K-5 Turnaround Model Schools AVID expanded to Middle Schools, EPAS (Explorer Plan & ACT) usage ILP Implementation for K-5 and 9 th Grade High School Reform Initiatives PBS Coaches CEIS Interventionists PSTs in Schools Abeyance Program Comprehensive Literacy Model RtI (Response to Intervention)	Existing resources	.2 AVIS/WCTY Coordinator are at each MS. EXPLORE was administered to all 8 th and 9 th graders in May of 2011. Increasing in elem./MS PBS Coaches-Elem. 1-2 and .5-1.0-MS, varied at HS Over 60 MS/HS students participated in the Phoenix Program during the 2010-11 school year

P41

**Strategic Plan Action Steps – Year Three (2011-12)
Student**

Student Action Plan – Achievement for All Students							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
							Ongoing Completed Ongoing
5. Develop and implement partnerships to prepare every student for kindergarten (EC options, Play and Learn, K-Ready Summer School, and universal 4-K)	1	Achievement Gap; Opportunity for Success	Superintendent and Assistant Superintendent for Elementary	Committee will be established once 4K is approved.	<p>Continue partnership with United Way for Play and Learn.</p> <p>Continue to work with the 4K community group (40 members) until 4K is a reality.</p> <p>Continue quarterly meetings with After School programs (which also serve early childhood children)</p> <p>Developed a permanent Early Childhood Leadership Council from the existing 4K Committee, which is well representative of the community. The purpose of the committee is to review the 4K programs in the schools and the community and enhance early childhood communication with MMSD.</p>	Staff Time	<p>Ongoing.</p> <p>1730 students are currently enrolled in 4K as of 5/13/2011.</p> <p>After School Advisory group met quarterly during the 2011-11 school year to problem solve around academic infusion. An annual Survey of Program Quality Assurance was completed and results are being compiled.</p> <p>The 4K Steering Committee composed of the center directors and the 4K advisory will begin to meet June 1, 2011.</p>

P42

**Strategic Plan Action Steps – Year Three (2011-12)
Student**

Student Action Plan - Relationships							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
1. Identify and implement multiple strength-based measures of staff, student, and family relationships.	1	Safe and Welcoming	Management Team		<p>Establish internal MMSD group of staff, administration and parents to create strength-based measures that include the following:</p> <ul style="list-style-type: none"> • development of tools • communication plan, • accountability measures, • ongoing professional development for staff, • data review plan • connection to SIP and DIP <p>Gallup Poll inservice in 2/10 resulted in a new principal hiring tool (Insight) and provided an instrument for principals to use to determine their strengths and connect them to SIP and AGAs. This will be explored as a resource for student use.</p> <p>The use of the Gallup Poll will be utilized to assist in the hiring of highly qualified administrative staff.</p> <p>Schools use an annual questionnaire to determine the types of family involvement used in schools there are six types measured each year.</p>	Research and Evaluation and School Improvement Planning will need to commit considerable time and resources to this action step.	In process. Accountability measures are complete.

P43

**Strategic Plan Action Steps – Year Three (2011-12)
Student**

Student Action Plan - Relationships							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
					Adding Strength Finder Survey at secondary level.		
2. A school communication plan is developed and consistently followed across all schools. (Examples may include Infinite Campus Parent portal, district and school web sites, school and teacher newsletters, and community meetings.)	2	Opportunity for Success	Susan Abplanalp Pam Nash Jennifer Allen	2010-2011	The most important result will be improved parental involvement of traditionally disengaged families. <ul style="list-style-type: none"> Community mid-year meeting at Marquette. Open Classroom meeting in May with parents. Parent Council – monthly meetings. Teacher Council – monthly meetings. 	District leadership will need to determine the best departmental assignment for this action step, encompassing the setting of the standard and developing processes for planning at the school level.	On-going
3. Identify and implement a professional development plan for teaching relationship-building skills including overcoming barriers and creating high expectations for all students. This involves both staff-student and staff-staff relationships.	3	Improving Staff	Principals and Departments	2010-2011	Improved sense of community reported by students on selected Climate Survey items. <ul style="list-style-type: none"> Reorganization will support this with a PD Department. 	This action step will rely on collaborative work including district and school-based expertise, MSCR, and other community resources.	
4. Analyze new and existing systems of support (e.g., Positive Behavior Support, problem-solving intervention teams, accelerated learning opportunities) and identify and implement a consistent set of community building activities and programs for use across all schools. (Examples Tribes, responsive classrooms, Fix-It Plans, and Caring Classrooms among others.)	2	Safe and Welcoming; Improving Staff	Student Services, Instructional Council, and Principals	2010-2011	Consistent implementation of activities and programs across schools. <ul style="list-style-type: none"> PBS Models across all of the schools. Responsive Classrooms – Elementary/Middle School levels. 	Consistent evaluation plan and method of sharing results.	On-going.

P44

**Strategic Plan Action Steps – Year Three (2011-12)
Student**

Student Action Plan - Relationships							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
5. Identify and implement innovative and effective school structures that enhance staff-student relationships. (Examples include multi-age classrooms, small class sizes, smaller learner communities, and houses among others.)	2	Achievement Gap; Safe and Welcoming	Principals and Instructional Council	2011-2012	Consistent implementation of structures across schools. <ul style="list-style-type: none"> ▪ HS Redesign ▪ Sennett School ▪ Instructional Design ▪ BOE Discussion on Magnets and Charters at end of year ▪ Multi-Age Work Group ▪ Ready Set Goal Conferences and ILP 	Consistent evaluation plan and method of sharing results.	
6. Identify existing school-community resources and partnerships. Establish common student achievement and social emotional outcomes. Determine gaps that may exist across schools. Coordinate programs equitably across schools.	3	Opportunity for Success; Resource Allocation	Principals, Departments, and Instructional Council	2010-2011	Plan in place <ul style="list-style-type: none"> ▪ Madison Foundation ▪ BOE Common School Measures <ul style="list-style-type: none"> ▪ Social Emotional Leadership Standards ▪ Equity Report 	Survey of schools	Year 3.

P45

**Strategic Plan Action Steps – Year Three (2011-12)
Student**

Student Action Plan - Transitions							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
1. The definitions of each transition category will be communicated across the district.	1	Opportunity for Success	Assistant Superintendents	October 31 of each year	All stakeholders are knowledgeable of the definitions of each category.	<ul style="list-style-type: none"> • Que Pasa • Web page 	In process. Will communicate at K-12 principal meetings.
2. District departments and each school will assess gaps and needs based upon the transition categories, leading to planned improvements and new strategies. A planning document will be developed to ensure that all relevant transition categories are addressed.	2	Achievement Gap; Opportunity for Success	Collaborative process with staff, parents, and community stakeholders	October 31 of each year	All stakeholders will be knowledgeable of the transition plans for each level to communicate needs of children to close the achievement gap.	<ul style="list-style-type: none"> • Sub release/ ext employment • Food/snacks • Supplies • Transportation • Adequate child care • Professional development for staff ▪ Marketing Plan (see #1) 	In process. Will process at K-12 principal meetings.
3. The district and school will develop instruments to determine levels of satisfaction for each transition category to reach the goal. School grade level staff, principal, and parents will be surveyed annually.	3	Opportunity for Success	Information Services Department; Research and Evaluation	Develop instrument that has benchmarks for satisfaction 6/30/10 and implemented in October of each year.	Survey is in place annually and the results of survey indicate satisfaction of the transition process across the district.	<ul style="list-style-type: none"> ▪ R&E staff to develop instrument 	Year 3.
4. Departments and schools will use the data from the instruments to determine transition plans for improvement for future years.	3	Opportunity for Success	Assistant Superintendents, and SIP Committees	October 31 of each year	SIP reflects improvement goals.	See #2	Year 3.

P 46

**Strategic Plan Action Steps – Year Three (2011-12)
Curriculum**

Curriculum Action Plan – Accelerated Learning							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
1. Map current course sequences in all content areas K-12, identifying prerequisites and obstacles in order to improve achievement for all students and close the achievement gap, reduce barriers for all students and identify opportunity gaps. (See also TAG Plan, Goal 2) Align current course content in all content areas K-12 to the Common Core State Standards and the ACT College and Career Readiness Standards.	1	Achiev. Gap; All Students Curric. Rigor	Curriculum & Assessment, Research & Evaluation, School-based leadership	Fall 2009	K-12 course alignment in Eclipse	Dedicated time from Curriculum & Assessment, Research and Evaluation and school-based leadership	Completed Middle and High school course maps, pre-requisites and common course names. Advanced Placement courses in English and social studies added to 2011-12 course guides.
2. Analyze course sequences and allocate resources to address inconsistencies and inequities across the district	1	Curriculum Rigor	Assistant Superintendents, Central Office, Principals	Winter 2009	Data available to inform restructured programs and accelerated learning systems prior to 2011-2012 budget cycle and staffing allocation.	Dedicated time from Assistant Superintendents, Central Office, Principals Re-allocation of available resources as needed	Completed Middle and High school course maps, pre-requisites and common course names and 3 year plan to provide equitable advanced placement (AP) courses. In process Next steps to address inconsistencies and inequities across the district.

P47

**Strategic Plan Action Steps – Year Three (2011-12)
Curriculum**

Curriculum Action Plan – Accelerated Learning							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
							<p>Work to ensure equitable access to reading instruction and interventions in K-12 - with particular focus on K & 6th grade.</p> <p>Equitable access to READ180 and System 44 implementation scheduled for 2011-12.</p> <p>Revised curricular review process implemented.</p> <p>Grade 9/10 English and Social Studies in 2011-12.</p> <p>Literacy Advisory Committee recommendations addressing K-12 Reading 2011-12.</p>
3. Analyze course enrollment and successful completion for all student groups to determine baseline data for comparison and growth. (See also Cultural Relevance Step 1)	1	All Students; Culturally Relevant	Research & Evaluation, Curriculum & Assessment	2009-2010	Completed analysis	Staff time	Completed
4. Define rigor, accelerated	1	21st Century;	Curriculum &	2009-2010	Document, to be updated	Staff time	Completed

P48

**Strategic Plan Action Steps – Year Three (2011-12)
Curriculum**

Curriculum Action Plan – Accelerated Learning							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
learning and 21st Century skills to build common language and understanding.		Curriculum Rigor	Assessment, Educational Services, School-based leadership		periodically, detailing specific outcomes and the data showing results		
5. Use curriculum mapping (e.g., Eclipse) to determine standards-based outcomes and improve learning pathways and course sequence by identifying gaps and repetition. Focus initially at secondary level.	1-2	Curriculum Rigor	Curriculum & Assessment Educational Services, School-based leadership	2009-2011	Revised elementary, middle and high school curricula	Professional development for teachers; Prof Services Contract \$10,500 Materials: \$2,815 Extended Employment: Social Studies 25 staff x 18.5 hrs x \$50 = \$23,125 Language Arts 25 staff x 21 hrs x \$50 = \$23,125 Sub Teachers: Social Studies 10 teachers x 3 days x \$216/day = \$6,480 Teacher Leader Summer Curricular Work 6 Teacher Leaders x 40 hours x \$50/hr = \$12,000 Staff time	Completed Selected high schools have analyzed course expectations based on College & Career Readiness Standards. 12 instructional leaders attended the Common Core Conference to gain District direction for implementation. K-6 Literacy aligned to Common Core standards. 9-12 Common Core, College & Career Readiness Standards and ACT Quality Core Social studies course sequences

P49

**Strategic Plan Action Steps – Year Three (2011-12)
Curriculum**

Curriculum Action Plan – Accelerated Learning							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
							for 9-10 th grade mapped at 3 high schools. In process District-wide use of curricular mapping aligned with ACT College and Career Readiness, Common Core Standards, Universal Design for Learning (UDL) and Social Emotional Learning Standards.
6. Implement cross-level teacher teams to increase and improve advanced course options ensuring intentional transition plans for students as they move from elementary to middle to high school to post secondary.	1-2	21st Century; Curriculum Rigor	Educational Services, School-based leadership	2009-2011	1. Cross-level teacher teams established. 2. Improved advanced course options, with diverse student enrollment	Professional development; Staff time	On-going Interdepartmental teams and building teachers to align to Common Core Standards/ACT K-12 alignment 42 staff from 8 secondary schools participated in the 3-year DPI Advanced Placement Initiative Grant to build vertical alignment across grades.

P50

**Strategic Plan Action Steps – Year Three (2011-12)
Curriculum**

Curriculum Action Plan – Accelerated Learning							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
							School Support Team Implementation scheduled in 2011-12.
7. Increase curriculum rigor and expectations of teachers and students in all MMSD classes and courses. (Consistent with Equity Task Force recommendations.)	2-3	Curriculum Rigor	Asst Supts, Principals, Curriculum & Assessment, Educational Services, School-based Leadership	2010-2012	1. Increased rigor is evident in curricular maps. 2. Instructional walk-throughs provide evidence of increased rigor	Professional development for teachers; Staff time	Alignment to Common Core/ACT knowledge & skills English & Math Scope & Sequence scheduled for 2011-12.
8. Increase the successful completion of courses that support college and career readiness. Target low income and minority student participation and achievement (See also TAG Plan, Goal 2).	2-3	Achievement Gap	Curriculum & Assessment, Educational Services, Student Services, Principals, Teachers	2010-2012	Increase in the participation of low income and minority students in these courses Successful course completion data	Professional development	AVID – to all 4 HS, number of sections MS – embedding common skills into context areas
9. Establish systems to regularly monitor successful student achievement and growth in accelerated learning pathways (See also TAG Plan, Goal 2)	2-3	Opportunity for Success	Research & Evaluation	2010-2012	Monitoring system established and implemented	Existing Resources	Defined advanced courses and reporting systems Data Dashboard scheduled for implementation in 2011-12.
11. Implement 2009 Board of Education approved TAG plan to improve academic outcomes and engagement for all students	1	Achievement Gap; All Students	TAG Division	2009-2010	Results as defined in the 2009 Board of Education approved TAG Plan	Resources as defined in the 2009 Board of Education approved TAG Plan.	Completed TAG Plan Updates to the Board of Education January and June, 2011.

**Strategic Plan Action Steps – Year Three (2011-12)
Curriculum**

Curriculum Action Plan – Accelerated Learning							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
12. Implement 2009 Board of Education approved Fine Arts Task Force recommendations to improve academic outcomes and engage all students. Implement 2009 Board of Education approved Fine Arts Task Force recommendations to improve academic outcomes and engage all students	1	Opportunity for Success	Curriculum & Assessment, Fine Arts Division	Spring 2010	Results as defined by Board of Education approved Fine Arts Task Force Administrative Recommendations.	Fine Arts Task Force Resources as defined in the approved plan.	Completed Fine Arts Task Force Updates to the Board of Education on January and June, 2011.
13. Implement the Math Task Force Recommendations as approved by the Board of Education to improve academic outcomes and engage all students.	1	Opportunity for Success	Curriculum & Assessment, Mathematics Division	2009-2012	Results as defined by Board of Education approved Math Task Force Administrative Recommendations.	Math Task Force Resources as defined in the approved plan.	Completed Math Task Force Updates to the Board of Education in June 2011.

*Advanced learning opportunities or systems refer to a sequence of learning options that address the next level of challenge for a student.

PS2

**Strategic Plan Action Steps – Year Three (2011-12)
Curriculum**

Curriculum Action Plan – Assessment							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
1. Complete MMSD Balanced Assessment Plan to guide future implementation of assessment tools and strategies	1	21st Century Skills	Research & Evaluation, Curriculum & Assessment, Educational Services	2009-2010	MMSD Balanced Assessment Plan	Existing resources CogAT \$42,455	Completed District-wide Assessment Committee formed and met regularly through 2009-10. MAP and SCANTRON Pilots, District-wide conducted. EPAS/Explore Test piloted at middle and high. In process Re-convene District-wide Assessment Committee for 2010-11. Confirm and implement benchmark assessment tools for grades 3-7. Charge for 2010-11: <ul style="list-style-type: none"> • ELL • PD model • Transitions Assessment schedule for 2011-12: Fall 2011 and

P53

**Strategic Plan Action Steps – Year Three (2011-12)
Curriculum**

Curriculum Action Plan – Assessment							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
							Spring 2012 <ul style="list-style-type: none"> • MAP grades 3-7 • CogAT grades 2, 5 • EXPLORE grade 8,9 • PLAN grade 10
2. Examine external assessments to analyze and inform MMSD curriculum, instruction and assessment.	1	21st Century Skills	Assistant Superintendents, Curriculum & Assessment, Educational Services	2009-2010	Documented list of external expectations in content areas that connect to District standards and learning outcomes	Professional Development, Staff Time	Completed District-wide assessment team established in October, 2009. All Departments have identified assessment gaps and tools to address those gaps. 150 staff members have engaged in book discussions around formative assessment and design
3. Develop a consistent district-wide assessment plan (including formative assessments and progress monitors) to better inform classroom curriculum and	2-3	21 st Century Skills	Assistant Superintendents, Curriculum & Assessment, Educational	2010-2012	District-wide assessment plan		In process MAP 2011-12 Assessment schedule for 2011-

P54

**Strategic Plan Action Steps – Year Three (2011-12)
Curriculum**

Curriculum Action Plan – Assessment							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
instruction.			Services				12: Fall 2011 and Spring 2012 <ul style="list-style-type: none"> • MAP grades 3-7 • CogAT grades 2, 5 • EXPLORE grade 8,9 • PLAN grade 10 Response to Intervention (RtI) Committee combines with Balanced Assessment Committee in June 2011.
4. Acquire or develop common assessments that measure individual student progress toward district K-12 learning outcomes. (Consistent with Equity Task Force recommendations.)	2-3	Achievement Gap; 21 st Century Skills	Research & Evaluation, Curriculum & Assessment, Educational Services	2010-2012	1. Conduct pilot to gather data about effectiveness 2. Data from common assessment pilots used to inform implementation of assessment plan	Professional Development Staff Time	In process
9. Map big ideas in core content areas as a basis for development of common assessments	1	21 st Century Skills	Assistant Superintendents, Curriculum & Assessment, Educational Services	2009-2010	Documented list of external expectations in content areas that connect to District standards and learning outcomes		In process K-12 Alignment to Common Core/ACT identifies big ideas in English/Math

P55

**Strategic Plan Action Steps – Year Three (2011-12)
Curriculum**

Curriculum Action Plan – Assessment							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
							Assessment pilots for: Benchmark Assessments TAG Assessments Reading Interventions

P56

**Strategic Plan Action Steps – Year Three (2011-12)
Curriculum**

Curriculum Action Plan – Civic Engagement							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
1. Research effective, culturally relevant standards-based practices in Civic Engagement (e.g. service learning, participatory education and democratic classrooms)	1	21st Century Skills; Culturally Relevant	Curriculum & Assessment, Educational Services, Student Services	2009-2010	Recommend a definition of service learning for MMSD	Existing resources	<p>In process</p> <p>Embed within K-12 alignment work</p> <p>Commission of the States Schools of Success Service-Learning Award, \$10,000 – Shabazz High School</p> <p>Wisconsin DPI Learn and Serve Grant, \$9,900 – Shorewood Elementary School</p>
2. Implement social studies curricular recommendations to meet Wisconsin High School Graduation Requirements, insuring instruction in state and local government (PI 18.03(1)(a)2 is fully met within the required MMSD 3 credit social studies course sequence requirements.	1-2	Curriculum Rigor	Curriculum & Assessment	2009-2011	Clear course guides and syllabi descriptions of required secondary level social studies courses indicating PI 18 is fully met	Existing resources	<p>Completed</p> <p>Learning gaps are identified in the high school course sequence.</p> <p>Resources provided to all high schools to embed instruction in state, local, tribal and government into required courses.</p> <p>In process Steps to resolve inconsistencies</p>

P57

**Strategic Plan Action Steps – Year Three (2011-12)
Curriculum**

Curriculum Action Plan – Civic Engagement							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
							across high schools. Initially focus on Gr 9 & 10. High school staff supported for summer 2011 curricular development .
3. Analyze research to determine and develop productive civic engagement strategies for MMSD to implement.	2	21 st Century Skills; Curriculum Rigor	Curriculum & Assessment, Educational Services, Student Services, School-based Leadership	2010-2011	Recommendations to embed civic engagement strategies into required course sequences	Professional Development Staff Time	In process Exploring connections with Sustainability Plan such as urban agriculture class at East High School.
4. Develop and implement a pilot at the secondary level within the required social studies course sequence focusing on the civic engagement strategies designed. Use data from the pilot to modify and then expand the use of effective strategies.	2	21 st Century Skills; Curriculum Rigor	Curriculum & Assessment, School-based Leadership	2010-2011	Data from pilot Electronic system is developed to support sharing civic engagement approaches.	Curricular resources, Professional Development Grants as available	Social Studies grant submitted, not funded
6. All staff will work collaboratively and assume responsibility as a community to support all students' learning and achievement in order to close achievement gaps.	1	Achievement Gap, All Students	Assistant Superintendents, Principals, Central Office	On-going	Teams implement strategies for culturally relevant problem-solving including using ideas from MMSD Guidelines to Address Culturally Responsive Practices: Early Intervention Through Assessment.	Time for team collaboration Professional development	In process Professional collaboration time at the secondary level will include system-wide focus on improving instruction for all students.

P58

**Strategic Plan Action Steps – Year Three (2011-12)
Curriculum**

Curriculum Action Plan – Cultural Relevance							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
1. Analyze course enrollment and successful completion by student groups to determine baseline data for comparison and growth. (See also Accelerated Learning Step 3).	1	All Students; Cultural Relevance	Research & Evaluation, Curriculum & Assessment	2009-2010	Completed analysis	Staff time	Completed
2. Standards-based curriculum will reflect the cultural backgrounds of all students (e.g. contemporary concerns and historic struggles of a variety of cultural groups). MMSD classrooms will evidence positive images and cultural references (arts, curricular materials, teaching resources) for all learners.	1	Cultural Relevance	Principals, Curriculum & Assessment, Educational Services	2009-2010	Cultural relevance walk through(s) will document the presence of standards-based curricula and classroom evidence that reflects the cultural backgrounds of the students present.	Budget for instructional resources	Completed Intensive work at pilot schools (K-5). A series of walk throughs based on culturally relevant practices and data have been conducted (K-5) In process Expansion to 4 elementary schools in 2010-11. Continue to expand empowerment groups across all elementary schools. Hmong resource library with cultural relevant text Hmong for Hmong Speakers for Classes Level I & II Hmong Academic

P 59

**Strategic Plan Action Steps – Year Three (2011-12)
Curriculum**

Curriculum Action Plan – Cultural Relevance							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
							Competitions: Hmong Debate, Spelling Bee & History Bowl PCT for East High Hmong 101: Culturally Relevant Practices Professional development on Cultural Practices that are Relevant at: Lowell, Falk, Hawthorne, Mendota, Leopold, Lapham, Marquette, Crestwood and West. Interventions using Cultural Practices that are Relevant methods at: Glendale, Gompers, Muir and Thoreau Staff attended National Black Child Development Institute
3. Expand professional development for teacher cohorts around culturally relevant curriculum, instruction	1	Cultural Relevance; Improving Staff	Curriculum & Assessment, Division of Equity & Family Involvement,	2009-2010	The cohort of teachers will become more culturally responsive in their teaching practices as measured by	Salary for Instructional Resource Teacher(s) for	Completed A year-long series of six strands of

P60

**Strategic Plan Action Steps – Year Three (2011-12)
Curriculum**

Curriculum Action Plan – Cultural Relevance							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
and assessment.			Educational Services		pilot evaluation plan and walk throughs (see Step 2).	Cultural Relevance (ARRA funding) Professional development for cohort teachers, other staff, principals and parents Partnership with higher education. Consultants & materials (books)	professional development have been provided at Falk and Mendota (K-5). In process Analysis of pre and post data from pilot schools (K-5) <ul style="list-style-type: none"> • Secondary teachers 2010-11 • IRT Literacy Model Launched multi-year professional development with secondary staff representing 7 middle and 4 high schools (6-12) Monthly professional development sessions took place in 2010-11.
4. Create and implement a data management system to monitor student behavior (e.g. disaggregated Climate Survey) and differences in the experiences and perceptions of students and families.	1	Cultural Relevance; Safe and Welcoming	Student Services, Research & Evaluation	2009-2010	Baseline data collected district-wide as well as in pilot school(s) Explore community partnerships in evaluation plan, data analysis and monitoring	Support of Student Services and Research and Evaluation Department to design plan, collect data, and analyze results.	Completed New behavior management web based reporting system this school year. Training provided by PBIS team to school

P 61

**Strategic Plan Action Steps – Year Three (2011-12)
Curriculum**

Curriculum Action Plan – Cultural Relevance							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
							teams. Climate survey data analyzed and reported. Data workshop provided May 2010 to all schools.
5. Establish district infrastructure to support and sustain cultural relevance (administrative re-organization).	1	Cultural Relevance	Superintendent, Senior Management	2009-2010	District infrastructure for cultural relevance.	Allocation of resources for cultural relevance infrastructure.	Completed The Re-organization Plan has created a Division of Equity and Family Involvement within the Department of Curriculum & Assessment. The Division brings together an Assistant Director, (1.0 FTE) Minority Services Coordinators (4.0 FTE), Cultural Relevance IRT's (2.0 FTE), Title VII (1.0 FTE), Latino and Hmong Family Involvement IRTs (2.0 FTEs).
6. Increase staff awareness of the linguistic and cultural needs of all students, including students who are English Language Learners or Standard English Language Learners, and students who	2	Improving Staff	Curriculum & Assessment, Equity & Family Involvement Division, Educational Services	2010-2011	Specific strategies to build oral and written language comprehension and production across cultures are identified and implemented.	Professional Development	In process Research models in exemplar schools Cultural Relevance and focus on Standard English

P62

**Strategic Plan Action Steps – Year Three (2011-12)
Curriculum**

Curriculum Action Plan – Cultural Relevance							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
have had reduced exposure to language because of poverty, as a key to mastering standards in all content areas.							Language Learners incorporated into revised Environmental Scale for Assessing Implementation Levels (ESAIL). Expand the language development piece.
7. Create a set of sample lesson plans that infuse the principles of cultural relevance into standards-based, cross-disciplinary curricula.	1	Cultural Relevance	Curriculum & Assessment, Division of Equity & Family Involvement, Educational Services	2009-2010	Examples of standards-based, culturally relevant curricula are available for use in professional development	Staff Time Professional development	Completed Culturally relevant lesson plans for elementary literacy (K-5). In process High school history and English exemplars ((6-12). Middle & high school educator exemplars (representing multiple roles & disciplines) will be shared & recorded by Media Production in May, 2011; sample lesson plans & materials will be made available through the cultural relevance website
8. All staff will work collaboratively and assume	2-3	Achievement Gap; All	Assistant Superintendents,	On-going	Teams implement strategies for culturally	Staff Time	In process

P63

**Strategic Plan Action Steps – Year Three (2011-12)
Curriculum**

Curriculum Action Plan – Cultural Relevance							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
responsibility as a community to support all students' learning and achievement in order to close achievement gaps.		Students	Principals, Central Office		relevant problem-solving including using ideas from MMSD Guidelines to Address Culturally Responsive Practices: Early Intervention Through Assessment	Professional Development	
9. Develop goals to support cultural relevance within School Improvement Plans (SIP) that specifically target the underserved population(s) of the school.	1	Achievement Gap; All Students; Cultural Relevance	Assistant Superintendents, Principals	2010-2011	School Improvement Plans will include measurable objectives addressing the needs of underserved populations in the school	Existing SIP resources	In process
10. Establish school-based student equity teams at the middle and high school levels to discuss, monitor, and problem-solve issues related to race and other equity concerns.	1-2	Cultural Relevance	Principals, School-based leadership	2009-2011	Site-based student equity teams and minutes from meetings that record ideas and efforts	Staff leadership at each site	<p>Completed Interviews have been conducted with student groups and equity teams.</p> <p>Student Senate chose Equity as a priority for 2010-11.</p> <p>In process Analysis of interview data and development of plan for next steps.</p> <p>Minority Student Achievement Network: Volunteer at Falk open house every Thursday evening</p>

P64

**Strategic Plan Action Steps – Year Three (2011-12)
Curriculum**

Curriculum Action Plan – Cultural Relevance							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
							Minority Student Achievement Network: Presentation at the April 25, 2011 Board of Education Meeting Minority Student Achievement Network: Participation in Read Your Heart Out Day at Lowell Minority Student Achievement Network: participation in Equity Committee at Superintendent Human Relation Committee Meeting in March 2011 Hmong Student Association – Student/Staff Leadership Retreat Hmong Student Association Student Leadership Group United National Indian Tribal Youth

P 65

**Strategic Plan Action Steps – Year Three (2011-12)
Curriculum**

Curriculum Action Plan – Cultural Relevance							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
							American Indian Science & Engineering Society
11. Expand the role of community members in supporting and sustaining culturally relevant practices.	1	Cultural Relevance	Division of Equity and Family Involvement, Curriculum & Assessment	2010-2011	Advisory group established that has diverse membership.	Existing Resources	<p>Completed Read Your Heart of Literacy Day (K-5)</p> <p>Established relationship with MMSD, Umoja Magazine, and MTI to publish family empowerment articles (K-12).</p> <p>In process Equity Advisory Group</p> <p>Superintendent's Human Relations Advisory Board</p> <p>Revisit goals and new membership</p> <p>Expand and make Read Your Heart Out more of a process than an event.</p> <p>Hmong High School Talent Show</p> <p>Hmong Parent Empowerment Group at Lincoln &</p>

P 66

**Strategic Plan Action Steps – Year Three (2011-12)
Curriculum**

Curriculum Action Plan – Cultural Relevance							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
							Midvale Hmong Education Council Drum Power Class with Yorel Lashley Africa Night/Gbefi Library in Ghana Project at Lowell Tribute to African American Musician Mary Lou Williams at Hawthorne Harambee Time/Community Breakfast at Falk Harlem Museum at Hawthorne Kwanza Celebration at Lowell & Falk Read Your Heart Out Day at Lowell, Hawthorne, Falk, Mendota and Midvale Play and Learn Literacy Night at

P67

**Strategic Plan Action Steps – Year Three (2011-12)
Curriculum**

Curriculum Action Plan – Cultural Relevance							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
							Falk & Huegel SHRAC – Superintendent Human Relation Advisory Committee First African American lead Parent Teacher Organization at Falk Guest Speaker Principal Baruti Kafele workshop African American History Bowl a collaboration with 100 Black Males of Madison Community screening of Waiting for Superman with conversation after UMOJA Magazine Column focusing on Cultural Practices that are Relevant best practices American Indian Parent Committee

P 68

**Strategic Plan Action Steps – Year Three (2011-12)
Curriculum**

Curriculum Action Plan – Cultural Relevance							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
							Mothers In the Neighborhood A parent involvement group in the Allied Dr neighborhood Career Fair at MATC for Latino, Asian and African American students Partnerships with Vera Ct, Centro Hispano, Centro Guadalupe, La Movidia, La Sup and Bethel Lutheran Church 4K Input Collaborative Effort on the MALDEF (Mexican American Legal Defense Fund) curriculum project Beyond Random Acts of Partnership Intercambio – collaboration between ESL & Bilingual

P 69

**Strategic Plan Action Steps – Year Three (2011-12)
Curriculum**

Curriculum Action Plan – Cultural Relevance							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
							Latino Youth Fair a collaboration with UW Madison, Edgewood College & MATC Gear UP – Latino Parent Advisory Committee

P70

**Strategic Plan Action Steps – Year Three (2011-12)
Curriculum**

Curriculum Action Plan – Flexible Instruction							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
1. Implement best practices in flexible instruction (e.g. differentiation, universal design).	1	Opportunity for Success	Professional Development Department, Curriculum & Assessment, Educational Services, School-based leadership	2010-2011	<p>Research-based working definition of flexible instruction and identified best practices, made explicit in professional development for staff</p> <p>Building capacity in central office staff to carry out professional development across the district.</p>	Existing resources	<p>District-wide UDL workshops.</p> <p>Integral part of RtI framework</p> <p>Four Professional Development staff in training as coaches for Differentiated Instructional Practices</p>
2. Curriculum, instruction and assessment design and decisions require teacher teams to collaborate in order to meet the needs of all students in a classroom environment. Teams will include representation from regular education, special education, ESL and gifted programming.	1	All Students; Improving Staff	Assistant Superintendents, Principals, School-based leadership	On-going	<p>Instruction will include multiple options for student learning (e.g. open ended tasks), range of instructional methods (e.g. simulations, project-based), and assessment strategies (e.g. demonstration, portfolio) in all classrooms</p> <ul style="list-style-type: none"> • Evidence of co-planning and co-teaching during classroom walk-throughs • Increased academic success of all students as measured by district and state assessments • Positive results on assessments that measure individual student progress over time (value added) 	<p>Professional development will be designed and implemented to reflect the importance of flexible instruction as core practice in MMSD.</p> <p>Time and structures for team collaboration; Extended employment and/or sub release</p>	<p>Completed</p> <p>In process</p> <p>Elementary math pilot to extend assessment practices for ELL and students with disabilities</p>

P71

**Strategic Plan Action Steps – Year Three (2011-12)
Curriculum**

Curriculum Action Plan – Flexible Instruction							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
3. Students and teachers collaborate to ensure there is a range of learning activities that are engaging and multiple ways to demonstrate learning.	2-3	All Students; Opportunity for Success	Assistant Superintendents, Principals, School-based leadership	2010-2012	Classroom walk-throughs document flexible learning and assessments in all classrooms, including the presence of student voice and options <ul style="list-style-type: none"> • Decreased number of expulsions and suspensions • Increased attendance rates • Increased credit attainment 	Professional Development Staff Time	In process K-12 Alignment to Common Core/ACT. Include representation from ESL, etc. School Support Teams, Instructional Rounds and 5 Dimensions of Learning scheduled for implementation in 2011-12.
5. Identify alternative education and innovative program needs and develop a plan to expand alternative programs and educational options.	2	21 st Century Skills; Opportunity for Success	Director of Student Services and Alternative Programs, Director of Educational Services	2010-2011	Alternative Program Plan	Time to assess alternative program needs and develop a plan.	In process Committee established. Work convening 2 nd semester with report to BOE to be scheduled. Action is continuing.

P72

**Strategic Plan Action Steps – Year Three (2011-12)
Staff**

Staff Action Plan—Professional Development

Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
1. The district will develop site-based and district-wide professional learning communities/teams to foster continuous improvement in leadership and in quality instructional practices for all students in all curricular areas, including cultural relevance.	1	Improving Staff	Superintendent, assistant superintendents.	January 2010	1. Effective learning communities/teams are in all schools 2. District-wide team created consisting of central office administrators, teachers, principals, and school-based instructional leaders	Extended employment and/or sub release Professional development	1. Embedded professional development was implemented at middle schools and high schools in 2010-11 (e.g., Professional Collaboration Time). (Non-evaluative) Instructional Rounds started in 2010-11 in voluntary schools; developed plan for Instructional Rounds in all schools for 2011-12. Offered & implemented professional development in Adaptive Schools & Critical Friends, which focus on high quality collaboration. Building-based coaches helped lead professional development & coached educators in buildings (IRTs, Learning Coordinators, Literacy Coaches). 2. District leadership teams in 2010-11 included Leadership Council, Teacher Council, Literacy Evaluation Team, and Core Instructional Alignment (District Instructional Administrators).
2. All staff members will regularly collaborate within one or more established professional learning community (ies)/team(s) to engage in a continuous cycle of improvement focused on student learning and engagement and work –place culture.	1		Superintendent, Assistant Superintendents, District-wide team	September 2009 on-going thereafter	Students will: 1. attain or exceed grade level proficiency in core subject areas 2. acquire and apply critical thinking, problem solving and communication skills 3. engage in civic activity 4. be active participants in shaping their learning experiences	Staff time Professional development	SIP plans are collaborative and done by feeder pattern so middle and high schools are "on the same page". Continued emphasis on K-12 articulation, scope and sequence occurred at joint principal, IRT, Learning Coordinator, and HS Department chair meetings and professional development opportunities.

P73

**Strategic Plan Action Steps – Year Three (2011-12)
Staff**

Staff Action Plan—Professional Development							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
					5. acquire and apply skills needed to live and contribute in a diverse local and global community 6. acquire and apply skills needed for personal growth and well-being and creative expression		
3. The district will collaborate with the community to develop inclusive culturally responsive schools	1	Culturally Relevant, Improving Staff	Superintendent, Assistant Superintendents, and/or management team members will create a team consisting of: district-wide leadership committee which includes community stakeholders, Assistant Director of Curriculum & Assessment—Equity & Parent Involvement and Culturally Relevant Resource Teachers	2009-2010	1. District-wide leadership team established 2. See visible results for step	Staff time Extended employment and/or sub release	Hired secondary level culturally responsive expert to work with schools. This mirrors the elementary position already in place. See "Curriculum" section for additional information on culturally relevant practices.
4. The district will implement supervision and evaluation procedures to support all instructional staff in meeting or exceeding proficiency with established state standards throughout their careers. This will facilitate high-quality instructional practices, evidence-based methodologies, culturally responsive practices, and 21 st Century	1	Improving Staff	Superintendent, Deputy Superintendent Assistant Superintendents, Director of Human Resources	2009-2010	See visible results action step 2.	Existing Resources	Adoption of the Act Career & College Readiness Standards and the ACT EPAS assessments. Ongoing discussions regarding use of new tools and methods to make supervision and evaluation more timely, more relevant, and more useful (ie: Adopted 5 Dimensions of

P74

**Strategic Plan Action Steps – Year Three (2011-12)
Staff**

Staff Action Plan—Professional Development

Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
technologies, content, and skills so as to ensure high levels of learning by <i>all</i> students. (Consistent with TAG Plan and Equity Force Recommendations)							Learning Framework, Gallup 360 Degree model)
5. All instructional staff (teachers, pupil services staff and administrators) will implement their Professional Development Plans (PDP) with integrity for individually targeted continuous professional growth aligned to school improvement goals and the district's strategic priorities.	2	Improving Staff	PDP Review Teams	2010-2011	See visible results, action step 2.	Professional development Extended employment and/or substitutes	Increased panel reviewer member base. Improvements of ePDP tool/process, website, communication & ongoing courses. Annual statistical analysis. Offered frequent ePDP classes; mentors trained in ePDPs to support new educators.
6. The district will ensure that its school improvement processes and professional development systems and practices align with effective research-based practices such as the National Staff Development Council's (NSDC) Standards for Staff Development.	2	Improving Staff	Superintendent, Assistant Superintendents and/or Management Team members will create a district professional development team comprised of: administrators/teachers representing all major departments and school-based staff when appropriate.	2010-1011	1. Attain or exceed grade level proficiency in core subject areas 2. Acquire and apply critical thinking, problem solving and communication skills 3. Engage in civic activity 4. Be active participants in shaping their learning experiences 5. Acquire and apply skills needed to live and contribute in a diverse local and global community 6. Acquire and apply skills needed for personal growth and well-being 7. Technology literacy	District staff (particularly the professional development team) will need professional learning opportunities in the development/ implementation of effective research-based practices such as the National Staff Development Council's (NSDC) Standards for Staff Development. Possible needs: 1. Extended employment. 2. Subs for teacher release. 3. Possible NSDC conference attendance	Professional Development Director and the new department started in August 2010. Management Team was involved in professional development training centered on central office becoming more responsive to the schools needs, primarily through consultation/training through the University of Washington -- district support to schools-

P75

**Strategic Plan Action Steps – Year Three (2011-12)
Staff**

Staff Action Plan—Professional Development							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
7. The district will develop systems and approaches to coordinate and link professional development initiatives.	1	Improving Staff	Superintendent and Deputy Superintendent Assistant Superintendents, Director of Prof. Development	2009-2012	Professional development plan aligned with strategic priorities.	Existing Resources	Core Instructional Alignment district administrators and the PD Department help align, organize and coordinate K-12 PD initiatives, particularly in the areas of literacy and assessments. Professional Development department creates website to begin linking interdisciplinary PD initiatives.
8. Foster partnerships with university and college pre-service teacher preparation programs so that quality program offerings that are a match to MMSD's needs are available to staff. (Consistent with Math Task Force recommendation.)	2	Improving Staff	Superintendent, assistant superintendents, and or management team members will create a team consisting of: central office administrators, Human Resources, principals, Select Government Programs, teachers, mentors, and partnerships with higher education agencies/DPI.	2010-2012	Partnerships are established with institutions of higher education to provide continuing education aligned to strategic priorities.	Existing Resources	Ongoing meetings with the Office of Education Outreach & Partnership, and the Partner School Network, School of Education, at U.W. Madison and Edgewood College to establish stronger partnerships. Continued collaboration on making academic credit options/classes more accessible and efficient for MMSD staff.

P76

**Strategic Plan Action Steps – Year Three (2011-12)
Staff**

Staff Action Plan—Recruiting and Retaining Staff							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
1. Establish a plan similar to Future Teachers of America to attract high school students of color into the field of education and teaching in MMSD—Teach for Madison.	1	Staff Reflects Students	Assistant Superintendent-Secondary	2010-2012	MMSD has a workforce of highly trained staff that teaches students what they need to know and inspire students to learn.	Staff time	La Follette and Edgewood College partnership promoting teaching as a career through a mentoring and scholarship program. Would like to expand this plan to UW-Madison and other high schools.
2. Establish strong relationships with university and college pre-service teacher preparation programs similar to the Professional Development School model used by UW Madison.	1	Staff Reflects Students	Assistant Superintendents and Director of Professional Development	2009-2010	MMSD has a workforce of highly trained staff that teaches students what they need to know and inspire students to learn.	Existing Resources	Ongoing conversations with U.W. School of Ed and Outreach about structural changes to the way practicum and student teachers are placed and supported.
3. Enhance a hiring preference system for positively evaluated student teachers and administrative interns, and teacher/interns who are employed during summer school.	1	Staff Reflects Students	Director of Human Resources and Employment Manager	2009-2010	MMSD has a workforce of highly trained staff that teaches students what they need to know and inspire students to learn.	Existing Resources	<u>DONE</u> : HR has developed a system to capture this information and to add to the ranking of positively evaluated summer school staff, student teachers and interns.
4. Establish earlier hiring deadline.	2	Staff Reflects Students	Director of Human Resources	2010	MMSD has a workforce of highly trained staff that teaches students what they need to know and inspire students to learn.	Existing Resources	This is dependent on budget and allocations.
5. Create an early hire pool of teachers as a means to attract highly qualified candidates, including staff of color, and increased applicants in shortage areas.	1	Staff Reflects Students	Director of Human Resources and Employment Manager	2009-2011	MMSD has a workforce of highly trained staff that teaches students what they need to know and inspire students to learn.	Existing Resources Travel Expenses	Early hire committees are established for bilingual positions, 4K and candidates of color in any areas that we are certain we will hire.
7. Expedite the advertisement of open positions and offer/acceptance procedure.	1	Staff Reflects Students	Director of Human Resources and Employment Manager	2009-2011	Streamlined recruitment and hiring procedures	Existing Resources	In the past we had a three-month window for applications. We now advertise and hire for teacher positions year round.

P77

**Strategic Plan Action Steps – Year Three (2011-12)
Staff**

Staff Action Plan—Recruiting and Retaining Staff							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
8. Annually review and evaluate the recruitment and hiring process.	1	Staff Reflects Students	Director of Human Resources	2009 and on-going thereafter	Streamlined recruitment and hiring procedures	Existing Resources	A report was submitted to the BOE on May 10, 2010, detailing the recruitment and hiring results of the District. This will be updated annually. Annual internal review of the hiring process was completed.
9. Reinstitute the Grow Our Own Administrator Program	2	Staff Reflects Students	Superintendent	2011	MMSD has a workforce of highly trained staff.	A number of positions to release staff from current positions (3.0-4.0 FTE)	Reinstating this program is dependent on a significant budget allocation. To date this allocation has not materialized.
10. Develop a formal mentoring system for principals to mentor new principals – peer assistance system.	1	Staff Reflects Students	Assistant Superintendents	2009-2010	Formal mentoring/peer assistance program for administrators.	Existing Resources Plus a Small Stipend for Mentors	During 2010-11 two retired elementary principals were retained to mentor new principals and also principals who may be struggling with aspects of their jobs. This program is slated to continue in 2011-12.
11. Survey administrators after the initial year of employment to gain feedback regarding first year experiences. Use the data to identify areas of need and provide support for those areas via the peer assistance system.	2	Staff Reflects Students	Director of Human Resources; Assistant Superintendents	2010	Data from New Administrators Formal mentoring/peer assistance program for administrators.	Existing Resources	New administrators have been surveyed in the fall of 2009 and 2010 to determine their needs. A stronger mentoring program has been established in the principal ranks to achieve this. See #10 above.
12. Develop a culture that embodies the belief that retention of staff of color is every staff person's responsibility; include communities of color in retention efforts.	1	Staff Reflects Students	Assistant Director- Curriculum & Assessment- Equity & Parent Involvement	2009-2012	MMSD has a workforce of highly trained staff that teaches students what they need to know and inspire students to learn.	Additional Clerical Resources	One of the initiatives of the recruitment plan for 2011-12 will include an ongoing effort to not only hire staff of color, but to also retain this staff.
13. Provide professional development for administrators to learn how to interview in a culturally competent manner.	1	Staff Reflects Students	Director of Human Resources, Director of Professional Development, Asst Director-	2009-2011	MMSD has a workforce of highly trained staff that teaches students what they need to know and inspire students to learn.	Existing Resources Consulting Fees	Human Resources is coordinating training for hiring administrators related to cultural competency which is scheduled to be held in June/July, 2011.

P78

**Strategic Plan Action Steps – Year Three (2011-12)
Staff**

Staff Action Plan—Recruiting and Retaining Staff							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
			Curriculum & Assessment- Equity & Parent Involvement				

P79

**Strategic Plan Action Steps – Year Three (2011-12)
Resource / Capacity**

Resource/Capacity Action Plan – Prioritize and Allocate Resources							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
1. Tie budgetary decisions to a system-wide measurement tool (i.e., make funding decisions based on data, e.g., Madison Measures – City of Madison). Begin with business and non-instructional operations as a pilot. Use data from pilot to revise and make decisions about expansion.	1	Budget	Superintendent, Assistant Superintendents, Other Administrators	On-going	Measurement tool developed and implemented.	Staff time External Partners \$125,000 for Action Step 1 plus Action Steps 1,2,3 under Rigorous evaluation.	Completed Facility Assessment. Studying and reviewing Madison Measures for long term planning tool. Identified 5 year planning tool through an ad hoc committee. Continue to evaluate "Madison Measures" type tool for MMSD with the help of new district CIO.
2. Evaluate current use of technology resources to identify where resources are underutilized and determine methods for how technology resources can be used to improve effectiveness.	1	Resource Allocation	Chief Information Officer	2009-10 school year	1. Effective use of current technology in classrooms and offices 2. Technology Plan is deployed.	Resources for Technology (See Technology Plan)	Implementing several tech plan goals including electronic documents, automating tasks, utilizing cloud-based systems & software Developing a framework for the review of requests to add wireless, mobile and other end-user devices to classrooms and other school environments Wireless access points are scheduled to be installed in all schools by the first quarter of the 2011-12 school year.
3. Develop a five-year district budget and roadmap to determine how we would get there	1	Budget	Assistant Superintendent Business Services, Director of Budget, Planning & Accounting	2010-11	Five Year Budget Plan exists and is transparently communicated.	Existing Resources	This item has been completed as of December 2010. The decision was made to maintain our relationship with our current vendor, and we have begun to utilize the model for improved planning.
4. Conduct secondary research to determine what is effective, focusing on rigorous research models; draw upon UW resources for learning about what other districts have done.	2	Resource Allocation	Directors of Teaching & Learning, Educational Services, Student Services and R&E	On-going	Every plan for program implementation will be accompanied by a bibliography of high quality current research	Existing resources External partners	Conducting a curriculum review of the Science program during the 2011-12 school year Working with Hanover Research under contract to study various district issues including: the

P80

**Strategic Plan Action Steps – Year Three (2011-12)
Resource / Capacity**

Resource/Capacity Action Plan – Prioritize and Allocate Resources							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
							effectiveness of the block schedule at La Follette HS, standards for wireless devices, staff recognition programs, and a definition of the "ideal HS graduate" A review of Hanover's work will be conducted prior to renewing their contract for 2012

P 81

**Strategic Plan Action Steps – Year Three (2011-12)
Resource / Capacity**

Resource/Capacity Action Plan – Rigorous Evaluation							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
1. Identify appropriate quantitative and qualitative evaluation methods to answer questions related to the key district goals.	1	Resource Allocation	Director of Research & Evaluation	Fall 2009	Matrix of programs and methods with capacity to conduct defined analyses	<p>Staff, external partners</p> <p>\$125,000 for Action Step 1 under Prioritize and Allocate Resources plus Actions Steps 1,2,3 under Rigorous Evaluation</p> <p>Services from Hanover Research total about \$37,500 for 2011.</p>	<p>Presented an evaluation protocol model to the Board at the June 2010 meeting.</p> <p>Completion of the data warehouse and dashboard during the summer of 2011 with training provided to principals, secretaries and others by first semester 2011-12</p> <p>Exploring ways to graphically portray core measures of the district's Key Performance Indicators through a user-friendly online application</p> <p>Will review the Climate Survey for the 2011-12 deployment.</p>
2. Inventory the existing data sources in curricular areas, program areas, and business functions	1	Resource Allocation	Director of Research & Evaluation, Assistant Superintendent Business Services	Fall 2009	Data map	<p>Staff</p> <p>Technology</p> <p>External partners</p>	<p>Review of existing data occurring as we deploy a new data warehouse and dashboard system following its launch in the summer of 2011</p> <p>Stakeholders will be engaged to help develop the dashboard and ensure the data it generates is in a useful format</p> <p>Methodology to calculate much of the data in the dashboard will be standardized and compared to WINSS. The goal is to have both sources tie out when appropriate</p>

P82

**Strategic Plan Action Steps – Year Three (2011-12)
Resource / Capacity**

Resource/Capacity Action Plan – Rigorous Evaluation							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
							As required by Board action, use of Infinite Campus will be mandatory. Factors that limit use will be identified and shared with the Board.
3. Identify data gaps from existing sources in relation to key district priorities (reading, math, and science), and devise systems to collect data to fill any gaps	1	Resource Allocation	Director of Research & Evaluation, Assistant Superintendent Business Services	Fall 2009	Data needs are identified and systems created to gather information needed	Staff Technology External partners	Deploying key performance measure in a dashboard format (beginning summer 2011) Will review Key Performance Indicators to identify fields that are not currently centrally tracked
4. Allocate time for school staff and departments to analyze data and strategize appropriate responses to that data.	1	Resource Allocation	Superintendent, Assistant Superintendents	On-going	Building-specific plans would be created in response to the data.	Release time for school staff; Data discussion facilitators	Quarterly data workshops, school data profiles, progress monitoring walls, Wallace Foundation teacher leadership development workshops
5. Conduct value added analysis in appropriate content areas (reading, math) by grade level and student subgroups. Correlate these results with best instructional practices and professional development strategies.	1	Resource Allocation	Director of Research & Evaluation, consultants	On-going	Report produced that includes interpretation	Staff External partners	Conducted school valued added for year 3, developing classroom value added now, exploring what instructional practices data to collect Value added results presented by WERC to the Student Achievement and Performance Monitoring Committee in January 2011 WERC will deliver Value Added reports during the spring and summer of 2011 and the spring and summer of 2012 WERC began a study in April 2011 to investigate the potential impact of the process to place students in classroom on Value Added

P 83

**Strategic Plan Action Steps – Year Three (2011-12)
Resource / Capacity**

Resource/Capacity Action Plan – Rigorous Evaluation							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
6. Conduct analysis of non-academic functions, (e.g., energy use, transportation, Fund 80, and calendar) to identify cost efficiency options.	1	Resource Allocation	Assistant Superintendent Business Services	2009-10 school year	Report produced including comparison of district with other Wisconsin districts	Staff External partners	Hired Energy Management Company to help control energy usage, streamlined transportation for regular and special education, working to create long term strategy for Fd 80. The administration continues to identify other non-academic functions for analysis.
7. Identify appropriate rigorous standards (i.e., commonly accepted national standards, NAEP) and benchmark comparisons (e.g., the district against itself over time, State of Wisconsin, large Wisconsin districts, etc.) for all key student outcomes.	1	Resource Allocation	Superintendent, Assistant Superintendents, Director of Research & Evaluation	2009-10 school year	Standards and benchmarks approved	Staff External partners	Future discussions about benchmarks pending changes in state assessments
8. Conduct cost analysis by subject, grade level, school, (cost per student), and then correlate this data with student outcomes; conduct this as a longitudinal analysis. Explore implications for site-based planning and resource allocations.	1	Resource Allocation	Asst. Supt. Business Services, Director of Budget, Planning & Accounting, Director of Research & Evaluation	2001-11 school year	Report produced that includes interpretation	Staff, external partners	Development in this area is ongoing. Financial coding continues to develop to track programs that are to be evaluated annually.
9. Evaluate alternative employee compensation systems and features.	2	Resource Allocation	Asst. Supt. Business Services, Director of Human Resources	2001-11 school year	Report produced; Possible creation of a more competitive compensation system to attract and retain staff	Staff External partners	

P84

**Strategic Plan Action Steps – Year Three (2011-12)
Resource / Capacity**

Resource/Capacity Action Plan – Pursue Necessary Resources and Partnerships							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
1. Develop ongoing strategies to identify resources needed to achieve desired outcomes	1	Resource Allocation	Superintendent, Assistant Superintendents, Other Administrators	On-going	Increased resources that are aligned to priority outcomes.	Re-orient existing structures if possible. External partners	ARRA funds, new grants (e.g., Sherman CLC)
2. Analyze possible partnerships and achieve collaborations (private, public, state) which might aid in more efficient delivery of service and funding strategies. (Consistent with Fine Arts Task Force recommendations.)	1	Budget	Administrators	On-going	The number of partnerships will increase.	Existing resources External partners	The review team considered partnerships to be critical in meeting district goals. The team recommended a wording change to the item. In addition to analyzing partnership opportunities the team added the term "and achieve" to the action statement. It is not only important to identify partnerships, but to actually implement them during the coming year as well. Re-organization moves partnerships to superintendent's office, food program partnership, Madison CATS (technology)
3. Use data to develop marketing and/or branding mechanisms and strategies (e.g., in order to retain current students and recruit students to MMSD) (Consistent with Organization/Systems Action Plan, Communication, Action Step 3.)	1	Budget	Superintendent, Coordinator for Public Information, consultants	2009-10 school year	Retention of MMSD students will increase. A plan with defined strategies for marketing MMSD brand is developed.	External partners	See Organization/Systems Action Plan, Communication, Action Step 3

P 85

**Strategic Plan Action Steps – Year Three (2011-12)
Resource / Capacity**

Resource/Capacity Action Plan – Pursue Necessary Resources and Partnerships							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
4. Develop joint lobbying agendas with municipalities and other school districts. (Consistent with Equity Task Force recommendations.)	2	Budget	Superintendent, Legislative Liaison	On-going	BOE support and approval of lobbying agenda, especially those items involving partnerships with other municipalities or districts.	Existing resources External partners	
5. Analyze fiscal impact of state laws affecting education (e.g., open enrollment, attachment or annexation of property).	2	Budget	Assistant Superintendent Business Services	On-going	Comprehensive analysis of all state funding is completed and made public	Existing resources	

P 86

**Strategic Plan Action Steps – Year Three (2011-12)
Organization/Systems**

Organization/Systems Action Plan - Climate							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
1. The district will actively support all schools in successfully meeting climate goals as stated in school improvement plans. (Consistent with Equity Task Force recommendations.)	1	Safe and Welcoming	Assistant Superintendents; School Principals	2009-2010 and ongoing	<ol style="list-style-type: none"> 1. All schools use data to continuously improve the climate within their buildings 2. Schools meet annual climate goals included in their school improvement plan 3. Student and Parent Climate Surveys report increased satisfaction with feeling safe, welcome and included 	Increased time for schools to collaboratively develop and implement school improvement plans.	<p>Ongoing: Increase sub time middle & high for collaboration. Yearly SIP review with schools</p> <p>Data workshops K-12 have Climate Survey as their spring topic,</p>
4. All schools in the district will develop and implement behavior and discipline practices that are consistent, systematic, positive, restorative and data driven. (Consistent with Equity Task Force recommendations.)	1	Safe and Welcoming	Assistant Superintendents; Director of Alternatives and Student Services; School Principals	2009-2011	<ol style="list-style-type: none"> 1. Reduction in disciplinary referrals, suspensions, and expulsions. 2. Reduction in staff needed to manage behavior issues. 	Existing resources Continued professional development for school staff and support for Behavior Coaches.	<p>Ongoing: 5 H.S, All Middle & 19 Elem. trained at the Universal Level (80-85% of students) 13 Elem. Summer/fall 2010. Each school PBS leadership Team</p> <p>Code of Conduct revisions and expulsion abeyance options being developed</p> <p>All schools have PBS Leadership Teams and ARRA funds have been used to increase support in schools.</p> <p>13 additional elementary schools participated in Universal Training and are implementing PBS. 12 new schools participated in Tier II Training. Social Emotional Learning standards have been written and curriculum has been purchased for all schools K-8 for implementation</p>

P 87

**Strategic Plan Action Steps – Year Three (2011-12)
Organization/Systems**

Organization/Systems Action Plan - Climate							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
							over the next 3 years.
6. All schools will develop systems that promote student engagement.	1	Safe and Welcoming	Assistant Superintendents; Director of Student Services and Alternative Programs	2009-2010 and ongoing	Improved attendance rates Increased participation in school-sponsored activities	Existing resources	Ongoing: Responsive Classroom Training 179 teachers summer 2010 (classroom management, tone for the day) 4 high school engagement coordinators. Extremely positive response. MMSD piloted the Gallup survey for 5 th -8 th graders to assess Engagement, Hope and Well Being of students. Next year all schools will participate 5 th -12 th grade. 179 additional elementary and middle school teachers will participate in the Responsive Classrooms/Developmental Designs Institute in August 2011. Registration filled immediately due to popular nature of course.
3. All schools in the district will have a welcoming main entrance with clear signage in multiple languages.	2	Safe and Welcoming	Assistant Superintendents; Director of Building Services	2010-2011	Walk through of each building indicates that the goal is met	Financial support for signage	Developing Survey to go out second semester to see if all schools have this done and to provide support for those who do not. Principals were surveyed on whether

P 88

**Strategic Plan Action Steps – Year Three (2011-12)
Organization/Systems**

Organization/Systems Action Plan - Climate							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
							or not they have signage and an estimate of cost will be determined.
5. MMSD will improve the content and use of Climate Surveys.	2	Safe and Welcoming	R&E	2010-2011	Revised Climate Survey	Existing resources	<p>MMSD piloted the Gallup survey for 5th-8th graders to assess Engagement, Hope and Well Being of students. Next year all schools will participate 5th-12th grade.</p> <p>Youth Risk Behavior Assessment was given to all students in grades 9 and 11 in Spring 2011. Results will be used in conjunction with the DPI Safe and Supportive Schools grant focused on improving school climate in the 4 comprehensive high schools. A committee is being developed to determine if changes in the climate survey are necessary.</p>

P 89

**Strategic Plan Action Steps – Year Three (2011-12)
Organization/Systems**

Organization/Systems Action Plan - Communication							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
1. Study trends in out-of-school district transfers; continue initiatives toward surveying families leaving; gather information about MMSD and its programs and students from residents who do not have children attending school.	1	All Students	R&E	2009-2010 and ongoing	<ol style="list-style-type: none"> The number of families leaving MMSD will decrease. A report is published annually that summarizes information from families leaving the district beginning in 2009-2010. 	Resources for data collection and analysis. Possible purchase of services from outside research consultant. \$10,000	Ongoing: Yearly fall review of inter-transfer pattern. 2008/09 Open Enrollment Report. See attachment for a snapshot of Open Enrollment applications for the 2011-12 school year.
2. Survey recent graduates about their experiences; use the information to identify needed improvements.	1	All Students	R&E	2010 and semi-annually beyond that date	Graduate surveys show increased satisfaction with MMSD experiences.	Resources for data collection and analysis. Possible purchase of services from outside research consultant. \$10,000	Ongoing: Senior surveys completed across all schools. 2010/11 Grant to follow up on Status the following year. Review National Student Clearing House data Through DPI.
3. Develop a consistent, ongoing process for telling stakeholders what the district is doing, reporting progress, and seeking input and feedback. Within this process, develop an annual communication plan based on data collected in steps 1 and 2.. <ul style="list-style-type: none"> Focus on telling the story of the MMSD school experience and publicize the benefits of graduating from MMSD Include specific strategies that target specific media Include outreach to specific 	1 - 2	All Students	BOE, Management Team Superintendent; Central Office Administrators; School Administrators	2009-2010 and annually thereafter	Communication Plan <ol style="list-style-type: none"> The strategic plan will be available in a variety of languages and reported annually The budget will be presented in an understandable way Principals will regularly provide information about MMSD's strategic plan, SIP, school and student achievement to all stakeholders, and ask for feedback MMSD will share results of 	Consultant to assist in developing the communication plan. \$2000 Space rental for annual meeting or engagement sessions. Support from school PTOs..	Hold: Re-visiting alternatives. Community Conversations in October 2010 and State of the District report in January 2011. Distinguished Service Awards for staff and

P 90

**Strategic Plan Action Steps – Year Three (2011-12)
Organization/Systems**

Organization/Systems Action Plan - Communication							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
<p>groups, such as realtors, opinion leaders, neighborhood associations and business leaders in developing and implementing the plan.</p> <ul style="list-style-type: none"> • Include strategies for celebrating, promoting, and disseminating information about student and staff achievements. 					<p>systematic, rigorous, evaluation of programs and policies with stakeholders</p> <p>5. MMSD will be in compliance with legal standards and share results with stakeholders</p> <p>6. MMSD will identify and annually report on top measures of its performance</p> <p>7. Regular public engagement sessions will be held by the BOE and the Superintendent</p>	<p>Realign public information office staff to support implementation of the plan (administrative reorganization)</p>	<p>students.</p> <p>Student Recognition Ceremony.</p> <p>Strategic Plan Brochure is being developed for distribution.</p> <p>Annual Strategic Plan meeting May 25, 2011.</p>
<p>4. Develop best practices for school – family communication that are sensitive to language, culture, and literacy differences.</p>	2	Safe and Welcoming	<p>Director Educational Services; Assistant Director ESL/Bilingual Division; Public Information Office; Teaching and Learning; Student Services</p>	Spring 2010-fall 2011	Best practice guidelines established and used	<p>Existing resources</p> <p>\$2,500</p>	<p>See attached Family Involvement form which is used by principals with their yearly SIP Goals.</p> <p>Equity Department Outreach 38 Parent as Teachers Program.</p> <p>12 Unit Course helping parents with communication that are sensitive to language, culture, and literacy differences.</p>

P 91

**Strategic Plan Action Steps – Year Three (2011-12)
Organization/Systems**

Organization/Systems Action Plan - Cooperation/Collaboration							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
1. Identify best practices in curriculum and instruction, behavior, safety, inclusion, and cultural relevance; routinely provide opportunities for staff to share implementation of these practices across schools.	1	Culturally Relevant; Improving Staff	Director Teaching and Learning; Director Educational Services; Content Area Leadership Teams; Professional Development Leaders	Fall 2009 and ongoing thereafter	1. Electronic tools to support sharing of practices are created and available to staff. 2. All staff Leadership Conference regularly held and devoted to sharing best practices. 3. PD incorporates sharing best practices.	Resources for staff to develop and maintain electronic tools. Funds for annual Leadership Conference Staff time \$40,000	Ongoing: PBS Web Page(Fix It Plans, Cool Tools, School Wide Rules and Expectations) High school cultural relevance teacher hired, Classroom Action Research MSAN students, share out late May Additional elementary school added to the pilot school program. Add part of re-organization, new process for curriculum identification and implementation being developed. Equity and Parent Involvement Division was created as part of the Reorg. Literacy Evaluation Report was completed in

P 92

**Strategic Plan Action Steps – Year Three (2011-12)
Organization/Systems**

Organization/Systems Action Plan - Cooperation/Collaboration							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
							February, 2011.
2. Make resources available to school staff and administrators to share effective practices within a school.	2-3	Improving Staff	School Principals and Teacher Leaders	2010 and ongoing thereafter	Effective practices are shared and implemented school-wide	Increase in school resources for sharing; Staff time	School visitations are being coordinated within and across schools to share best practices. Instructional Rounds plans and training of staff are being offered this summer for administrators.
3. Expand, improve, and build systems so that students can access course selections from other schools.	2-3	21 st Century Skills; Opportunity for Success	Director Teaching and Learning; Director of Research and Evaluation	2010-2012	1. New and/or improved course selection systems are in place 2. Course catalogues are published electronically 3. Electronic registration process is developed	Resources to create and access synchronous and asynchronous virtual learning options; Expand Madison Virtual Campus offerings; Student transportation when needed to provide access	Course catalogues are in place electronically. Core course selection is unified across all four high schools. Electronic registration was implemented fall, 2010.

P 93

**Strategic Plan Action Steps – Year Three (2011-12)
Organization/Systems**

Organization/Systems Action Plan - Cooperation/Collaboration							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
4. Expand technology or virtual classes and options to increase the district's ability to meet diverse learning styles, the needs of accelerated learners, and the needs of students requiring additional time and practice to acquire knowledge and skills.	2-3	21 st Century Skills; Opportunity for Success	Teaching and Learning	2010-2012	Increase in the number and variety of virtual classes; increase in student participation in virtual classes.	Resources to create and access synchronous and asynchronous virtual learning options; Expand Madison Virtual Campus offerings	A plan was developed in fall, 2010 to increase access of students taking virtual classes. A budget proposal was given to the BOE to expand programming.
5. Increase the use of systems and structures that support coordinated and efficient team discussion of student needs and planning for ways to meet the needs identified.	2-3	Achievement Gap; Improving Staff	Assistant Superintendents; Director of Research and Evaluation	2010-2012	Expansion in use of SIMS, Basecamp and other electronic tools to support efficient and effective team communication.	Resources to expand technology access and use	Basecamp, and a Google Email were implemented in 2010. CoGAT was implemented in grades 2 and 5 to identify students in spring 2011

P94

**Strategic Plan Action Steps – Year Three (2011-12)
Organization/Systems**

Organization/Systems Action Plan - Decision-Making							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
1. The Board of Education, Superintendent, and other MMSD administrators will directly link decisions and priorities to the strategic plan.	1	All Students; Budget	MMSD Administrative staff	2009-2010 and ongoing thereafter	All major decisions and policies will clearly state how they are linked to the strategic plan.	Existing resources Develop a system to track funding sources	Ongoing: Board of Education Presentation format included implications for Strategic Plan and Equity Plan in all reports. An alignment document was presented to the BOE in May 2011.
4. Systematically meet with parents at every school to make sure all schools and groups have input into decisions.	1	All Students	Superintendent; Assistant Superintendents for Elementary and Secondary Schools; School Principals, BOE	2009-2010 and ongoing thereafter	Increase in BOE member and MMSD Administrator opportunities to engage with parent/family groups	Existing resources	Not Started Parent Council Monthly meetings with a representative from each school, 2010. Community conversations and State of the District Report 2010-11.
2. Create and support a variety of advisory groups that provide ongoing input to district prior to making final decisions (e.g., district-wide parent advisory council, parent empowerment groups, other parent groups, business advisory council, student advisory council, technology advisory group).	2	All Students	Superintendent, Assistant Superintendents and other administrative staff as appropriate	2010-2011	1. Increase in the number of advisory councils or groups. 2. MMSD will have defined ways of measuring input into decision-making, and explaining how input affects decisions made	Existing resources	Parent and Teacher Council, Innovative and Alternative Programs began in January, 2011. TAG Advisory Group Fine Arts Committee High School Parent Meetings, and Special Education Advisory Committee is in place. Student Senate. Request for city wide PTSO to begin this year.

P 95

**Strategic Plan Action Steps – Year Three (2011-12)
Organization/Systems**

Organization/Systems Action Plan - Decision-Making							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
3 Broadly communicate major changes in policies or procedures to stakeholders.	2	All Students	Superintendent, other administrative staff as appropriate, BOE	2010-2011	Increase in the number of community engagement opportunities	Existing resources	Website, community conversations, MMSD TV, Parent and Teacher Council Plans are being developed for additional community outreach opportunities for the 2011-12 school year.
5. Develop clear guidelines for: <ul style="list-style-type: none"> • gathering input prior to making a decision from stakeholder groups including students; • making decisions; and • communicating decisions. 	2	All Students; Safe and Welcoming	Members of Management Team; BOE	2010-2012	1. Increased positive responses to Climate Survey items from parents and students about their role in decision-making 2. Guidelines for decision-making developed and used 3. Communication about major decisions include information about the decision making process used	Existing resources	A template is being developed to address major decisions and the process used for decision making.
6. District work groups and committees will use clear guidelines for determining participation and membership.	2	All Students	Members of Management Team	2010-2012	Guidelines for district work group composition are created and implemented	Existing resources	Not Started.

P 96

**Strategic Plan Action Steps – Year Three (2011-12)
Organization/Systems**

Organization/Systems Action Plan - Partnerships							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
5. MMSD will seek to develop and support additional partnerships that are mutually beneficial to both the district and the partnering individual or group, that add value to and meet one of the district's goals and priorities.	1	21 st Century Skills	Superintendent's office	2009-2010 school year and ongoing	1. Current partnerships are identified and mapped 2. Template for creating new partnerships is developed	Coordinate and monitor partnership activities Existing Resources	Ongoing: Children's Mental Health Collaborative (Grief Groups, Trauma Groups) 4-K Council, Schools of Hope, Truancy Court in 2 High Schools A plan is being developed and presented to the BOE on May 23, 2011 regarding meeting the needs of students with mental health needs. A subcommittee of the Innovative and Alternative Programs Committee is developing a template to be used as a model for entering into mutually beneficial partnerships with community businesses and organizations.

P 97

**Strategic Plan Action Steps – Year Three (2011-12)
Organization/Systems**

Organization/Systems Action Plan - Partnerships							
Action Step	Priority	Critical Issue	Responsible Personnel	Time Frame	Visible Result	Resources Needed	Status
4. Teachers and staff will take advantage of grant funding and foundation donations or gifts to advance teaching and learning.	2-3	21 st Century Skills	Assistant Superintendents for Elementary and Secondary; School Principals	2010-2012	Increase in the number of grants submitted	Existing resources	A process is in place for the Grant Writer of the District to meet with each Department and coordinate better participation. Attached is a compilation of grant information (attachment #2) from school years 2008-09, 2009-10 and 2010-11. It shows the grants obtained, the purposes of each, and the amount of money awarded for each grant.

898

**MMSD Strategic Plan
Core Measures
Baseline, Annual Benchmark, and Target Data**

Student Action Plan:
Achievement for All Students
Action Step #4 (page 5)

Goal #	Performance Measure	Goal met?	Actuals				Year					
			2006-07	2007-08	2008-09	2009-10	2009-10 Goal	2010-11 Goal	2011-12 Goal	2012-13 Goal	2013-14 Goal	2014-15 Goal
1	WKCE Reading Proficiency Percentage Grade 4	not met	77.3%	74.9%	75.9%	73.1%	74.0%	80.5%	87.0%	93.5%	100%	100%
2	WKCE Reading Proficiency Percentage Grade 8	met	82.5%	81.5%	81.0%	81.1%	74.0%	80.5%	87.0%	93.5%	100%	100%
3	WKCE Math Proficiency Percentage Grade 4	met	74.4%	72.7%	76.2%	76.6%	58.0%	68.5%	79.0%	89.5%	100%	100%
4	WKCE Math Proficiency Percentage Grade 8	met	75.5%	71.8%	73.8%	78.2%	58.0%	68.5%	79.0%	89.5%	100%	100%
5	WKCE Reading Percent Above 90th State Percentile - Grade 4	not met	15.1%	13.4%	13.9%	12.4%	15.0%	17.0%	19.0%	21.0%	23.0%	25.0%
6	WKCE Reading Percent Above 90th State Percentile - Grade 8	met	16.7%	17.3%	16.9%	17.2%	17.0%	18.6%	20.2%	21.8%	23.4%	25.0%
7	WKCE Math Percent Above 90th State Percentile - Grade 4	not met	17.8%	15.1%	12.4%	15.6%	17.0%	18.6%	20.2%	21.8%	23.4%	25.0%
8	WKCE Math Percent Above 90th State Percentile - Grade 8	not met	16.6%	15.2%	15.7%	15.1%	17.0%	18.6%	20.2%	21.8%	23.4%	25.0%
9	Percentage of students on track for credit attainment required for graduation in four years - Grade 9/Year 1	met	#N/A	68.0%	78.3%	84.8%	81.1%	86.8%	89.6%	92.4%	95.2%	95.0%
10	Advanced Course Participation Rate Grades 9-12	#N/A	14.4%	15.1%	13.7%	15.2%	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
11	ACT Composite Score- Percentage Scoring Above 90th National Percentile	not met	30.0%	29.0%	29.0%	29.0%	30%	31%	33%	35%	36%	40%
12	Percentage of Kindergarten above 90 percent attendance rate	not met	86.3%	83.2%	84.6%	85.9%	86.5%	88.0%	90.0%	92.0%	94.0%	96.0%
13	Percentage of Grade 6 above 90 percent attendance rate	not met	90.4%	88.5%	88.1%	88.2%	89.4%	89.7%	91.3%	92.9%	94.4%	96.0%
14	Percentage of Grade 9 above 90 percent attendance rate	met	75.2%	77.0%	79.5%	82.7%	82.3%	85.4%	88.0%	90.7%	93.3%	96.0%
15	DPI Graduation and Completion Rate	not met	84.7%	84.3%	84.2%	84.7%	85.0%	85.8%	86.8%	87.9%	88.9%	90.0%
16	Percentage of students suspended (out of school), all grades	met	8.0%	8.2%	8.1%	7.7%	7.5%	7.0%	6.5%	6.0%	5.5%	5.0%

663

Strategic Plan: Year 3 – How Does it All Fit Together?

1. Hiring for quality and diversity and developing instructional leadership to improve student achievement.	2. Aligning the K-12 system horizontally and vertically to improve student achievement.	3. Serving schools systematically through central office transformation to improve student achievement.
Systems, Strategies, Tools, and Processes to Achieve the Goals		
<ul style="list-style-type: none"> • Districtwide focus on instructional leadership. • Teacher Insight – Hire for talent. • Principal Insight – Hire for talent. • Support Staff Insight – Hire for talent. • StrengthsFinder (Leadership teams, staff, and students). <ul style="list-style-type: none"> ○ Student Senate and Voices. ○ AVID. ○ 9th Grade. ○ Leadership Team. ○ TAG. ○ Alternative Programs. • Strength-Based Leadership. • Gallup Student Survey (5th – 12th grades). • Q12 – Staff Survey. • Climate Plan (December). • Evaluation AGA process based on definition of instructional leadership. • Cultural Relevance Framework Alignment. • 360 Superintendent Survey. 	<ul style="list-style-type: none"> • Districtwide focus on instructional leadership. • 5 Dimensions of Teaching and Learning. • Cultural Relevance Framework Alignment. • High School ReAL Grant. • 4K and Kindergarten emphasis. • Literacy/assessment focus – PK-12. • Professional development focus and alignment. <ul style="list-style-type: none"> ○ Principals. ○ Assistant principals. ○ Learning coordinators, IRTs, high school coaches and interventionists. • RtI² framework / training. • Purchasing for alignment (ELM). • Individual learning plans: grades K-5, 9. • Department improvement plans. <ul style="list-style-type: none"> ○ Problem of practice and Theory of action. • School improvement plans. <ul style="list-style-type: none"> ○ Problem of practice and Theory of action. • Social emotional learning standards integrated / curriculum alignment. • Evaluation. • Scope and Sequence. • Staff Survey. 	<ul style="list-style-type: none"> • Reorganization of Central Office to serve schools. • Districtwide focus on instructional leadership. • 5 Dimensions of Teaching and Learning Framework. • Five school support teams. • Instructional Rounds focus. • Evaluation / Survey Results. • Cultural Relevance Alignment - how are we measuring? • Creating second order change. <ul style="list-style-type: none"> ○ What do we want students to know or do? ○ How do we know if they have learned it? ○ What do we do if they do not learn it? ○ What instructional strategies do we use? ○ What do we do if they already know it?

P101

October 31 2011

Addressing the Needs of All Learners and Closing the Achievement Gap Through K-12 Alignment

MMSD Mission: The mission statement is a clear and concise expression of the district's purpose and function. The Strategic Planning Committee crafted the following mission statement for MMSD:

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

Strategic Plan:

Key Strategic Plan Priorities identified by the Board of Education provide direction for addressing the MMSD's greatest challenges. According to research, the most effective curricular experiences are those that are coherent, coordinated, articulated, rigorous, and engaging throughout each student's K-12 education.

The Strategic Plan objectives include action steps in accelerated learning, assessment, civic engagement, cultural relevance, flexible instruction, research, leadership support, professional development and alignment from Pre-kindergarten through 12th grade in order to achieve our goals. These PreK-12 alignment efforts will improve district-wide articulation across grade levels while improving the fidelity of implementation within classrooms, grade levels, and individual schools.

Instructional Framework: MMSD is in the process of adopting an Instructional Framework from the University of Washington-College of Education, *The Five Dimensions of Teaching and Learning* (Attachment D). The Framework will support principals and central office staff in implementing rigorous, culturally relevant, coherent, standards-based curriculum and instructional programs. All professional development activities revolve around this instructional coherence relative to curricular standards. Increasing instructional coherence allows the school to reduce/eliminate distractions and focus on discrete school-wide/student performance outcomes/goals.

The new framework is focused on the "how" to make the Framework happen. We believe the previous framework helped us arrive at this new level of making "Engagement, Relationships and Learning" come to an accelerated level of understanding. The new 5 Dimensions of Learning Framework, adopted from the University of Washington, provides us with a rubric for teaching and learning which was absent in our previous Framework. We now have a solid foundation of how to assure all schools understand the essential elements needed for quality instruction.

How We Do Our Work:

School Improvement Plans (SIP): The purpose of the school improvement process is to improve outcomes for all students by (a) identifying changes needed and (b) putting into place actions to implement these changes. All school improvement plans are focused on Literacy and Assessments for the 2010-11 school year. The SIP process includes:

- identifying areas of strength and areas for growth through a thorough data analysis,
- determining possible root causes for challenges identified by schools,
- studying research to inform potential changes being planned,
- developing a plan by selecting goals, objectives, strategies, timelines and measurement for improvement,
- implementing the plan,
- evaluating progress regularly and monitoring student achievement.

Common Core and ACT Standards: To align vertically and horizontally (across and between grade levels) MMSD will begin to focus on Pre-K, elementary, middle, and high school alignment to the Common Core State Standards, Social Emotional Standards, and the ACT Career and College Readiness Standards in order to promote instructional program coherence across departments and schools. The high school REaL grant is a source of funding for this alignment through 2013.

Background:

Walters & O'Meara (2007) define a comprehensive aligned Instructional system as two parts for full alignment: Alignment of Instructional Systems, PreK-12 (schools) and Aligning to Support Instruction, PreK-12 (Central Office). What follows is a description of the K-12 alignment process that is under way for improving education for students and district operations.

Aligning Instructional Systems to Support Schools:

The primary purpose of systems alignment is to ensure that all staff have the necessary supports and encouragement to enable them to make instructional decisions for all students served for the improvement of learning. To align an instructional system, it is necessary to align the structures that have been developed to support high quality instruction horizontally across the many district departments and vertically from the Superintendent's cabinet to the classroom. This entails bringing coherence to the planning and implementation of the curriculum, instructional materials, assessment, data, and professional standards to reflect the rigor of the performance standards (Walters & O'Meara 2007). What follows are initiatives that MMSD is pursuing that support this alignment.

Initiatives in Progress – 2011-12 School Year

What is MMSD Currently Doing to Address the Needs of All Learners and Close the Achievement Gap?

There are many things the district is currently doing to address the needs of all learners. Through continuous examination of our data, central office also determined a need to work differently with schools to support principals and staff in closing the achievement gap. During the course of the 2010-11 school year, the Superintendent, the Deputy Superintendent, Assistant Superintendents, Executive Directors of Educational Services, Student Services, Curriculum and Instruction and Professional Development and the Grant Coordinator have been developing a process which commits to whole district transformation. This planning team, through continuous research of successful districts with similar demographics as ours, posits that to begin to change achievement patterns, districts need to work collaboratively and focus at both ends of the K-12 continuum. By mapping backward from our high school graduation standards, we are establishing benchmarks starting in kindergarten that will prepare students for college and career readiness at the end of high school. This plan, which includes supporting schools differently through cluster support, aligning standards, curriculum and assessment, and communicating high expectations, will be ready for implementation for the 2011-12 school year.

Meeting the Needs of All Learners by Aligning Instructional Systems to Support Schools:

The primary purpose of systems alignment is to ensure that all staff have the necessary supports and encouragement to enable them to make instructional decisions for all students served for the improvement of learning.

1. Processes Used K-12 to Support Alignment So Every Child Receives an Equitable Education

- a. **NEW INITIATIVE - PreK-12 Scope & Sequence Alignment:** This is the process of aligning 4K, elementary, middle, and high curriculum, instruction, and assessment to the Common Core State Standards, Social Emotional Standards, and the ACT Career and College Readiness Standards. This is done by developing common units of study per subject area through a methodology of "Align by Design" using a software tool, Eclipse. The purpose is to assure that all students are held to the same rigor in their academic career.
- b. **NEW INITIATIVE - Individual Learning Plans (ILP) K-12 so Every Child has a Roadmap to Their Future:** The Strategic Plan action steps identify ILPs for all grade levels. Elementary ILPs began in fall, 2010 to provide parents and students with year-long goals to support college and career readiness thinking at the very beginning of one's education. The concept is, "What should be the goal/s for my child this year?" The process of identifying goals each year at the elementary level begins at Ready Set Goal Conferences. Results of first year ILP implementation survey to parents and teachers indicated that teachers have less satisfaction of the benefits of the ILP. Parents, however, found the tool beneficial to understanding the

direction of their child for that grade. A committee has been formed (K-5) to make recommendations for better implementation of the process and accountability in the future.

- c. **YEAR 3 INITIATIVE - REaL Grant to Organize Our High Schools Around 21st Century Skills and to Personalize Student Learning:** In 2008, MMSD received a \$5.3 million Small Learning Communities grant from the U.S. Department of Education. The purpose of the grant is to increase collaboration among staff and initiate bold new systems and activities to improve the educational experiences for all MMSD high school students. MMSD titled the project Relationships, Engagement and Learning (REaL). The project has three goals: Increase Academic Success for all Students, Strengthen Student to Student Relationships/Strengthen Student to Adult Relationships, and Improve Post-Secondary Outcomes for all Students. This grant will support the alignment of all four high schools and the following initiatives are an outgrowth of this work:
- Grant Coordinators and Literacy Coaches at each high school
 - Engagement Coordinators at each high school to focus on non-engaged students
 - 9th grade initiatives for on track graduation
 - Expansion of Project Road - serving students at risk of not graduating
 - Work with Dr. Carl Grant's multicultural college group and PEOPLE Program to survey ways they think
 - Implementation of System 44 for high school reading interventions.
- d. **NEW INITIATIVE - Career Planning via Career Cruising - an Opportunity to Learn About Goals Beyond the Student's Current Knowledge Base:** High schools will adopt the 9th grade Career Cruising Individual Learning Plan in spring, 2011 and the process for building the goal will continue throughout their college years. The district goal is to begin 6th grade middle schools and additional high school grade levels following the 9th grade implementation process as the software and professional development becomes available for staff and students.
- e. **NEW INITIATIVE - Transition Plans so Students Successfully Move Level to Level:** Principals from elementary, middle, and high schools have worked in feeder patterns monthly to identify best practices in supporting students as they transition from level to level. Once the project is completed, a coherent PreK-12 transition plan will be in place with minimal expectations, for transition and orientation at each school across the district.

2. **Educational Programs That Close the Achievement Gap and Accelerate Learning:**

- a. **NEW INITIATIVE - K-12 Literacy Focus:** As a result of the Literacy Program Evaluation process, the district is committed to establish and maintain K-12 common core literacy programs and instructional practices. The following recommendations were provided to the Board of Education for approval:
1. Intensify reading instruction in Kindergarten in order to ensure all students are proficient in oral reading and comprehension as measured by valid and reliable assessments by 2011-2012. Instruction and assessment will be benchmarked to ensure Kindergarten proficiency is at reading levels 3-7 (PLAA, 2009).
 2. Fully implement Balanced Literacy in 2011-12 using clearly defined, consistent practices and progress monitoring. In addition:
 - a. Explore research-based reading curricula with particular focus on targeted and explicit instruction, to develop readers in Kindergarten. Pilot the new reading curricula in volunteer schools during 2011-12.
 - b. Analyze Kindergarten reading proficiency scores from Kindergarten students in fully implemented Balanced Literacy schools and Kindergarten students in the volunteer schools piloting the new reading curricula incorporated into a Balanced Literacy framework.
 3. Incorporate explicit reading instruction and literacy curricula into 6th grade instruction.
 4. Identify and implement consistent district-wide strategies for reading in all content areas in grades 7-12. Consider using exemplary district models resulting in dramatic student achievement gains such as the Brockton (MA) High School (Transformed by Literacy, Principal Leadership, 2010);

5. Develop integrated units to support reading and writing skills as a part of the K-12 alignment process in all content areas.
 6. Identify, develop and implement literacy core practices for all grades, with particular attention to secondary grades 6-12. In order to identify core practices in literacy at the secondary level, teams of practitioners will be collaborating to identify particular high-leverage aspects of both reading and writing that are essential for all students to know and be able to perform with proficiency or better. Teams will use such resources as the Common Core State Standards, the ACT Standards, the Wisconsin State Superintendent's Adolescent Literacy Plan, the Carnegie Report on Adolescent Literacy, and other current, research-based publications.
- b. **5-YEAR INITIATIVE - Play and Learn Program, so Parents and Caregivers Support Children in Early Development:** Play and Learn is a free program for children from birth to five years old and their caregivers. Play and Learn is a playgroup that meets once a week in community settings and provides a variety of activities, such as stories, cooking, pretending, building, or crafts for caregivers and children to do together. Children learn early math, literacy and social skills, while caregivers learn about child development and receive materials and ideas to enhance learning activities at home. The program is collaboration between the Madison Metropolitan School District (MMSD) and the United Way with over 18 sites in the Madison area and Dane County.
 - c. **NEW INITIATIVE - 4-Year-Old Kindergarten so That All Young Children Have a Strong Start:** The primary reason for the Madison Metropolitan School District's implementation of four-year-old kindergarten (4K) is to better prepare all students for educational success. Similarly, the community and society as a whole receive many positive benefits when students are well prepared for learning at a young age. MMSD will implement 4K in September, 2011, to support kindergarten readiness in the future.
 - d. **12-YEAR INITIATIVE - Small Class Size:** The district continues to support small class size by committing to the Wisconsin SAGE program and supplementing schools with low socioeconomic family status. In addition, class sizes in K-1 were reduced in other schools to reflect more closely the SAGE classrooms. Middle and High Schools continue to be monitored yearly to assure class sizes are in line with the district's priorities.
 - e. **7-YEAR INITIATIVE - Dual Language Immersion Results Show Higher Academic Achievement:** One of the many goals for dual language immersion programs is to develop bilingual and bi-literate students in English and Spanish. To accomplish this, classroom teachers are using best practices in literacy instruction, engaging parents in supporting learning at home, and making use of school libraries and librarians as a critical resource in this process. MMSD currently has four elementary and one middle Dual Immersion sites. The expansion plan calls for additional sites and exploration of multiple languages for the future of the district.
 - f. **5-YEAR INITIATIVE AND NEEDING EXPANSION - AVID Teaching Students Exactly How to Succeed in School:** AVID is currently provided in all four high schools. The district is recommending full implementation in middle school and eventually in 4th and 5th grades. In AVID, students learn study skills, Cornell note-taking, and other academic note taking strategies, time management, organization, test readiness, critical thinking, writing to learn, and group study skills. AVID is for first generation college students, under-represented minority students, highly motivated students, students in the academic middle with the potential to excel, rigorous curriculum, students with positive behavior and good attendance, students with fluctuating (C-B) grades due to inconsistent study habits or poor study skills, and students who plan to attend a college or university upon graduation. AVID is provided nationally from 4th-12th grade. It would be beneficial for our students to experience this program in all MMSD schools to support Career and College Readiness.
 - g. **NEW INITIATIVE - Talented and Gifted with a Focus on Identifying Under Represented Populations and Meeting the Needs of Students:** Progress continues toward the goals contained in the Talented and Gifted Education Plan that was approved August 17, 2009. Assessment tools continue to be reviewed to support the student identification process. In March, 2011, CogAT was administered to 2nd and 5th grade students for identification of students needing more challenging support. An aligned system of support is currently being developed as a result of the TAG Plan. Students who need to pursue more focused instruction

have opportunities through Project Lead the Way, CNA training, Global Academy, Madison Virtual Campus, University of Wisconsin, Edgewood College, or Madison College courses. We also have credit earning agreements with post secondary institutions that allow a student to earn credit that will count in high school and in college. The Cluster Support model will assure continued monitoring of data and conversations with principals about identification and programming for students.

- h. **NEW INITIATIVE - Realignment with Schools of Hope Because Schools Can't Do It Alone:** MMSD staff are working in partnership with United Way and Americorp Volunteers to develop a better aligned tutorial service for MMSD students. Schools of Hope was realigned in September, 2010 to target kindergarten, third, and fourth grades. In addition, plans are currently being developed for the transition years of sixth and ninth grades.
- i. **NEW INITIATIVE - Expanded Summer School - More Time to Learn and Develop:** The alignment of summer school is being viewed as a 5th quarter of school. The new proposed summer school model would be similar to the school year with academic offerings EC-12 for acceleration, enrichment, extended school year (ESY), and integrated employment support. Research-based practices and interventions would be utilized to increase opportunities for learning and to enhance student achievement across the district (Dede, 2008; Odden & Archibald, 2008). Students with disabilities and English Language Learners would have access to the core curriculum via Universal Design for Learning (UDL) along with non-disabled peers.
- j. **2-YEAR INITIATIVE - Academic After School - A Way to Reinforce the Day's Instruction:** After school has an academic component in literacy and math that aligns to this scope and sequence and the MMSD Strategic Plan. Infusing academics into after school programs is critical to closing the achievement gap and preparing all students for the 21st Century. After school is a valuable time for students to receive accelerated learning and enrichment opportunities (Alexander et al., 2007). This year, the Department of Early & Extended Learning is working in partnership with the Madison School & Community Recreation (MSCR) to increase students' literacy and math skills in after school programs by providing curriculum, resources, and professional development.
- k. **NEW INITIATIVE - Saturday School Pilot- Another Chance to Gain Targeted Skills:** The pilot Saturday School program is provided as an extended learning opportunity in primarily literacy and math for students at schools who based on WKCE scores are not being successful in literacy or math. Research indicates that providing this intervention to elementary students is a valuable way to promote future success in school (Coghlan et. al., 2009). Saturday school aligns to rigorous standards and grade level proficiencies. Each Saturday school session allows students to receive four hours of high quality, structured activities for enrichment, academic learning, and tutoring.
- l. **ONGOING INITIATIVE - Alternative Programs:** The district has a variety of alternative programs aimed at keeping students in school and school completion. We are in the process of redesigning some of the alternative programs to create school pilots next year in each of the four attendance areas.

3. **Aligned Instructional Strategies to Meet the Needs of All Learners:** Teachers need to know the power of instructional strategies of the core content being taught, including instructional sequence of the content and the tier of interventions needed for all students to have access to rigorous curriculum. The response to intervention (RtI) needs to transfer in support of English Language Learners, special education, and struggling students. Finally, assessments are in place to determine whether or not core instruction is being taught and learned (Walters & O'Meara 2007). Following are initiatives under way in the district.

- a. **2-YEAR INITIATIVE - Classroom Environment - It Matters:** The classroom environment is essential in responding to student needs. Teacher to student relationships have been identified in the research as one of the most critical achievement components for minority students. **Responsive Classrooms - Developmental Designs** is a K-8 approach to building community, establishing positive relations, and effectively managing student behavior at the classroom level. It is often described as the "classroom piece of PBS." Teachers using this

approach report an increase in student engagement, a decrease in inappropriate behaviors, and a collective sense of caring students and staff.

- b. **NEW INITIATIVE - Response to Intervention - Identifying Skill Gaps Early:** Response to Intervention (RtI) is the practice of providing high quality instruction and scaffolded interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying student response data to important educational decisions. RtI should be applied to decisions in general, remedial and special education, creating a well integrated system of instruction/intervention guided by student outcome data (Elliot & Morrison, 2008 NASDSE). An MMSD RtI Team is establishing an aligned plan with the following outcomes:
- Establish an RtI vision and a theory of action for the district
 - Define the strengths and challenges of RtI
 - Make connections to other district work
 - Provide common understandings and language
- c. **3-YEAR INITIATIVE - Cultural Practices That Are Relevant (CPR) - Must Be Used Universally:** As a district, we are investigating and piloting practices that engage and motivate students from a variety of backgrounds and cultures. As we identify practices that support student efficacy, we incorporate these strategies in all district and building level professional development in order to affect instruction throughout the district. Falk and Mendota Elementary are in their second year of working collaboratively in order to document best practices in culturally relevant literacy instruction, and have been joined by Lowell and Hawthorne in 2010-11. Additionally, at the secondary level, middle and high school teachers from around the district are participating in an eight-day professional development series designed to support them in becoming Culturally Relevant and Culturally Responsive Teachers. Our ultimate goal is to develop culturally relevant instructional models and materials that support the district effort to decrease the achievement gap and eliminate disproportionality in targeted demographic areas. In addition to this work being done, the Family and Community Outreach division has focused on numerous outreach initiatives to support underrepresented families.
- Family Involvement positions for Latino and Hmong languages recently hired
 - Acceleration of Empowerment Groups (Pastor Richard L. Jones, Omega Boys Club).
 - Teachers of color groups to help with district initiatives and to connect with families of color.
 - Citywide Family Involvement Group
 - Consortium of health and dental providers to offer free access to all uninsured children.
- d. **3-YEAR INITIATIVE - Teaching Children Behaviors that Lead to School Success - Positive Behavior Support:** Positive Behavior Supports (PBS) is a research-based model for supporting positive behavior in all students. It focuses on proactive approaches in which expected behaviors are directly taught, regularly practiced, and followed by frequent positive reinforcement. Every MMSD elementary, middle, and high school has a PBS Leadership Team that meets regularly to guide the important work of (1) developing school-wide behavioral expectations, (2) identifying specific behaviors that define each of these expectations and teaching them to all students, (3) acknowledging and celebrating student behavioral success, (4) using data to determine which behaviors should be taught and which students need additional instruction and support to learn them, and (5) sharing the PBS work with parents and families. Schools implementing PBS with fidelity show a marked decrease in office referrals and suspensions resulting in increased time for student learning.
- e. **ONGOING INITIATIVE - Instructional Design: Classroom Organizational Structure that Supports Learning.** This includes clustering students together in inclusive learning groups, assigning appropriate teachers and other resources to these classrooms, and creating schedules that support the instructional goals for all students and the interventions needed. The Instructional Design also ensures that teachers are able to work together in collaborative teams to provide universally designed differentiated instruction.
- f. **NEW INITIATIVE - Balanced, Common Assessment Systems- Aligned to Inform Instruction:** Teachers need to be provided with well-developed diagnostic and benchmark assessments and quick, quality reports of results to assess where to take students to the next teaching level. An assessment committee is in the process of making recommendations for

formative common assessments for alignment K-12 (which means frequent tracking of where students are so that we catch students early and intervene using different techniques for learning). Also, ACT, Explore, Plan, MAP, CogAT, PLAA, PMA will be used in addition to the state WKCE for better alignment across the district to create a common balanced assessment system.

- g. **2-YEAR INITIATIVE K-8 - Measuring Student Hope, Engagement, and Well Being - The Gallup Survey:** The results of this year's data indicate that our district compares well within the range of state and nation. Responses of the surveys are used to enhance the climate of the schools in support of students, 5-12.
- h. **NEW AND OLD INITIATIVE - Time to Plan, Think and Problem Solve Together:** Elementary schools have early release on Monday afternoon and middle and high schools have early release on Wednesday afternoon (Professional Collaboration Time- PCT). This time has allowed the district to enhance its professional development conversations for all schools, grade levels, or departments around ways to enhance instruction and close the achievement gap. Plans are being developed for each of the grade levels with a focus on literacy, K-12. The new contract language for elementary schools will foster more collaboration and site based professional development.
- i. **3-YEAR INITIATIVE - Embedded Professional Development:** All elementary schools are provided with on-site Instructional Resource Teachers (IRTs) to support teachers and program development. Middle schools have Learning Coordinators and Interventionists (providing direct support to students) to support professional development. High schools have Department Chairs and Literacy Coaches to support professional development initiatives. Plans are being developed to have all three levels of support staff learn together through targeted professional development in the area of literacy and assessments for the 2011-12 school year.
- j. **NEW INITIATIVE – Development of Cluster Teams, Supporting Schools through Central Office:** School cluster support teams will be formed so that district office staff will be systematically providing direct support to principals as the primary focus. There is a positive correlation between the amount of time central office spent in schools and principals perception of feeling supported. Principals and staff will be provided professional development in order to understand the cluster model of support provided for schools in the summer. Cluster support teams will provide a variety of services for schools to enhance principal and staff learning and support student outcomes. Five Cluster Support Teams will be developed: High School Cluster, K-8 La Follette Cluster, K-8 West Cluster, K-8 East Cluster, and K-8 Memorial Cluster.
- k. **NEW INITIATIVE - Instructional Rounds, A New Way of Observing Classrooms with Focus:** The process of Instructional Rounds is two-fold, It provides school and central office staff opportunities to observe and learn from classroom visits. Staff will be provided with professional development in the instructional rounds (modeled after medical rounds) practice so that they may participate more fully in its purpose of improving practice and improving one's learning.
- l. **NEW INITIATIVE - Data Dashboard, to Provide Easier Accessibility of Data for Staff:** The district office is in the process of implementing a new data dashboard to support central office and schools in the analysis of multiple data sources to support School and District Improvement Plans (SIP). The program will be rolled out in June, with ongoing professional development throughout the summer and fall. Data will be consistently used and analyzed on a frequent basis in the Cluster Support conversations.
- m. **NEW INITIATIVE - Realignment of District Curriculum Funds (ELM):** The district recently redesigned its operating procedures to support curriculum district priorities. All curriculum materials are being ordered centrally for the purpose of alignment and fiscal responsibility.
- n. **ONGOING INITIATIVE - School Improvement Planning:** This process, which requires each school to examine and analyze data to identify specific improvement plans, is going to be enhanced next year through the Cluster Support initiatives.
- o. **ONGOING INITIATIVE K-12 - Data Workshops:** These workshops have been ongoing with a purpose of item analysis to uncover problems and frequent progress monitoring of school and district progress.

- p. **ONGOING INITIATIVE - Minority Staff Recruitment Selection, Retention and Hiring:** A plan is in place with a focus on diversity hiring for cultural competency, especially for bilingual teachers which has increased yearly in the district. Acceleration of Freedom/Summer School Opportunities is a program in place to improve hiring practices.
- q. **1-YEAR INITIATIVE - Mini-Grants for Schools:** A focus on reducing disproportionality in our schools and to create inclusionary practices in schools has now been elevated by offering schools an opportunity to apply for mini grants called Race to the Top Grants.
- r. **1-YEAR INITIATIVE - Targeted Stimulus Funds:** Over the past two years, funds to address areas of need have been targeted in central office and in schools.
- s. **ONGOING INITIATIVE - Principal/Teacher Mentors:** Retired teachers and principals for new staff are in place to support new staff and assure alignment to district initiatives.

4. **Aligning Central Office to Support Instruction**

All significant school reform begins with the administrator's collective capacity to lead. There is much research that indicates a positive relationship between effective leadership and student achievement (Hallinger & Heck, 1998; Leithwood & Jantzi, 2000; Riehl, 2000; Scheurich, 2002) as well as successful inclusive school communities (Keyes, 1996; Thousand & Villa, 1990; Villa et al, 1996).

Developing a Theory of Action to provide better support for principals/school staff will ensure powerful learning for all students. The superintendent has relied upon research of Honig et al, 2010, through the University of Washington, in reconceptualizing the role of central office administration in creating a high performing inclusive school district. As a result of this work, the superintendent is making substantial changes in reorganizing central office roles and responsibilities to support principals/school staff in instructional improvement.

The MMSD is poised to undertake its reform efforts in a manner consistent with the findings of numerous research-based practices of highly effective schools (Williams et al. 2005, Marzano et al, 2005, and Leithwood et al, 2004)). Critical to this process is aligning all improvement efforts to reach a limited number of high impact goals thus creating what Newmann et al. (2001) refers to as "instructional coherence." Strengthening the academic core is absolutely essential to systemic change resulting in equitable achievement outcomes. The intent of this reform process is to align curriculum, teaching pedagogy/methodology, assessment, professional development, hiring/evaluation procedures, and allocation of resources to the central goal of improving student achievement.

- a. **3 YEAR INITIATIVE -Strategic Plan:** Key Strategic Plan Priorities identified by the Board of Education provide direction for addressing the MMSD's greatest challenges. According to research, the most effective curricular experiences are those that are coherent, coordinated, articulated, rigorous, and engaging throughout each student's K-12 education. Central office transformation is the structure that supports the new initiatives of the district.
- b. **NEW INITIATIVE -Instructional Framework:** MMSD is in the process of adopting an Instructional Framework from the University of Washington-College of Education, called Five Dimensions of Teaching and Learning (**Appendix D**). The Framework will support principals and central office staff in implementing rigorous, culturally relevant, coherent, standards-based curriculum and instructional programs.
- c. **NEW INITIATIVE- MMSD Program Evaluation Protocol and Curricular Renewal Cycles,** as defined in the Strategic Plan, ensure that curricular issues are analyzed regularly to promote fiscal responsibility and to increase effectiveness and sustainability. To evaluate all programs on a cyclical basis and make necessary adjustments to improve core instruction as well as effective research-based interventions to accelerate student learning
- d. **NEW INITIATIVE- School Support Teams:** Central office staff will be provided professional development in order to serve schools in a cluster model of support. Cluster support teams will consist of licensed staff and administrators serving one of five clusters in the district. These teams provide principals and staff support and accountability for student success.

- e. **NEW INITIATIVE- Instructional Rounds:** The process of Instructional Rounds will be used as part of the purpose of central office staff supporting schools in their problems of practice and to learn themselves more about the practices within schools.
- f. **NEW INITIATIVE-Hiring for Quality and Diversity:** This will done in partnership with Gallup.
- g. **ONGOING INITIATIVE – District wide Evaluation of Effectiveness:** The district will implement several strategies to determine the effectiveness of its initiatives:
 - h. Ongoing Analysis of Student Data
 - i. Annual State of the District Report
 - j. Program Evaluation Review Cycle
 - k. Annual Strategic Plan Meetings for Feedback
 - l. Community Conversations Feedback
 - m. Climate Survey: Students, Staff, and Families
 - n. Development of a new Administrator Evaluation (360 Model)
 - o. Staff Evaluations
 - p. ILP Effectiveness Survey to Parents and Teachers
 - q. IRT Survey of Effectiveness in elementary schools will be extended to middle and high schools in the future
 - r. Gallup Student Poll Survey on Engagement, Hope and Well-Being
 - s. Parent Council Feedback
 - t. Teacher Council Feedback
 - u. Student Senate Feedback
 - v. High School REaL Grant Evaluation

Challenges: With a new strategic plan unfolding in its second year, a major challenge is determining the "right" work (Marzano, 2005) and limiting the number of major initiatives despite the numerous areas of concern. There will be several tough decisions ahead as the district must planfully abandon some of its previous ways in order to address new standards and to provide a 21st century education which prepares students for a global economy.

The Madison Metropolitan School District's Core Instructional Alignment (CIA) Team is comprised of the leaders of all educational departments (deputy superintendent, assistant superintendents, executive director of educational services, executive director of curriculum and assessment, executive director of student services, grants and funds developer, and director of professional development). The team is committed to developing a districtwide plan for alignment, supported through the work central office transformation, which would begin to be implemented during the 2011-12 school year. Professional development for Cluster Support Teams will begin late spring and summer.

Research over the last 40 years consistently demonstrates that teacher quality is the single most important schooling factor influencing student achievement (Coleman, 1966, Hanushek, 1992; Goldhaber, 2007; Rice (2003); Halbach et al. (2001); Greenwald, Hedges, & Laine (1996); Allington & Cunningham, 2002; Allington, (2005). The team is keenly aware that to improve student outcomes we need to significantly improve the efficacy of our current staff and make excellent hiring decisions in the future. A significant component of our implementation plan will be a commitment to on-going professional development and learning around instructional improvement, use of data, ongoing evaluation and culturally relevant practices. As the team is responsible for leading all curriculum, instruction, and assessment decisions, it is our hope this direction will strengthen the instructional core of our school system. It is also our belief that in doing so, we will be on a better path to eliminate the achievement gaps between white/non-white students, middle and upper income/lower income backgrounds, and reduce the disproportionate identification of minority and low income students with disabilities, and at the same time improve the learning outcomes for all students.



Madison Metropolitan School District Core Curriculum Instruction and Assessment Alignment PreK-12 An Overview and Frequently Asked Questions

Goal

To meet today's learning standards, effective school districts must ensure all students are college and career ready.

Rationale for PreK-12 Alignment

Ensuring all students are ready for college and career requires systemic improvement. To guide the Madison Metropolitan School District (MMSD) toward this urgent accomplishment, research strongly indicates that curriculum, instruction and assessment must be aligned. A district that is aligned PreK-12 will strengthen its capacity to:

- increase student learning and achievement;
- improve and focus teacher collaboration, professional development and progress monitoring;
- increase efficient use of resources supervision and support of teaching and learning.

Why should the district focus on PK-12 alignment? What is the research evidence supporting alignment?

Alignment is beneficial to at least three educational levels: students, teachers, and systems. Multiple research strands suggest that alignment is an important student learning factor in: brain-based learning (building on prior knowledge, seeking patterns) (Jensen, 1998), overall student learning (Marzano, 2003; Squires, 2009), learning for low-income, students of color, first-generation, linguistically diverse, and/or high mobility students in P-12 (Anderson, 2002; Edvantia, 2005; Southwest Comprehensive Center, 2005; Squires, 2009; WestEd, 2010) and P-16 (Institute of Education Sciences, 2009; Pathways to College Network, 2006). Teachers benefit from alignment by improved and focused collaboration, professional development, and progress monitoring (Anderson, 2002; Newmann, King, & Youngs, 2000; Newmann, Smith, Allensworth, & Bryk, 2001). School and districts benefit from alignment through more efficient use of resources; clearer focus, supervision, and support of teaching and learning, increased capacity for systems learning, and improved student learning (Bryk, Sebring, Allensworth, Luppescu, & Easton, 2009; Knapp et al., 2003).

In a system that is not aligned, teachers are required to create their own curriculum and assessments, acquire pedagogical skills on their own and provide their hand made instructional materials. Alignment, through a scope and sequence creates equal educational access and supports to students and teachers. It also provides teachers with a framework to administer minimum lessons in sequential order, while supplementing the core content with additional material as desired (Walters & O'Meara, 2010).

Alignment Tools

MMSD will align curriculum, instruction and assessment using the Common Core State Standards and the ACT College and Career Readiness Standards.

Common Core State Standards

The Common Core State Standards (CCSS) were adopted by the State of Wisconsin on June 2, 2010. These standards address English Language Arts, Literacy in History/Social Studies, Science and the Technical Subjects, and Mathematics. These standards are aligned with college and career readiness expectations and were adopted to help ensure academic consistency throughout the state and across

other states that adopt them, and have been benchmarked against international standards from high-performing countries. State Superintendent Tony Evers stated that “These English language arts and mathematics standards will serve as a solid foundation to ensure every child is a graduate ready for the workforce or postsecondary studies. Higher student achievement is driven by rigorous standards, high quality curriculum, and assessments that provide meaningful feedback to improve instruction.”

ACT College and Career Readiness Standards

The ACT College and Career Readiness Standards (CRS) define the knowledge and skills students need to develop and master in English mathematics, reading and science in order to be college and career ready. The ACT College and Career Readiness Standards outline a clear and coherent pathway designed to help students increase their academic readiness for college and careers in the 21st-century. ACT has published these standards to provide a national model of rigorous academic content standards that states, districts, schools and teachers may use to vertically and horizontally align curriculum, instruction, assessment and professional development to prepare students to align practice that prepares students for career and college readiness. These rigorous standards:

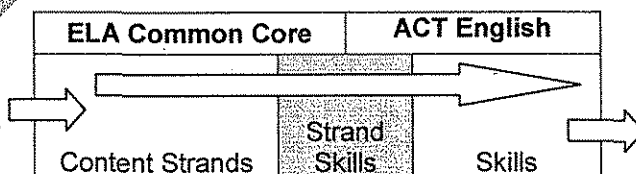
- provide a model set of comprehensive standards for middle school and high school courses that lead to college and workplace readiness;
- reflect 21st-century skills such as problem solving, critical and creative thinking, collaboration, and media and technological literacy;
- articulate clear standards and objectives with supporting, in-depth performance expectations to guide instruction and curriculum development;
- provide teachers, districts and states with tools for increasing the rigor and alignment of courses across grades PreK-12 to college and workplace readiness; and
- assist teachers in designing lessons and classroom assessments.

(ACT, 2010)

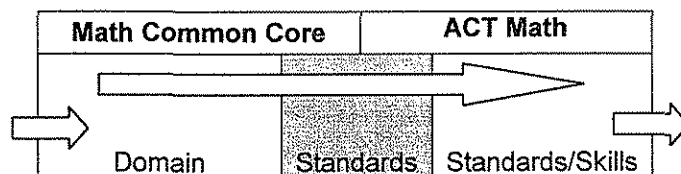
Connections Between the ACT and the Common Core Standards

In the simplest terms, the Common Core State Standards (CCSS) identify overarching concepts to align to; the ACT College and Career Readiness Standards identify skills that support student understanding of the concept. This alignment, or overlap, is labeled in the section of the CCSS called “College and Career Readiness Strand Skills” (Attachment A). Here’s how it looks, using English and Math as two examples:

The English/Language Arts CCSS provide the learning strands that students are expected to know and be able to do. The ACT provides skills that have been determined to foster success in post-secondary settings. The overlap in the Common Core is called the “College and Career Readiness Strand Skills”.



The Mathematics Common Core State Standards provide a different look, but can be viewed with a similar approach. In Math, alignment would begin with the Domains, then the Standards. The Standards align with similar ACT standards, which are more skill-based.



Alignment Process

Aligning our curriculum, scope and sequence with the Common Core State Standards and the ACT College and Career Readiness Standards is not an either/or, but a both/and concept; a framework and process for MMSD to use to systematically organize our work in order to foster increased student learning. Aligning to both sets of standards will provide a process to align curriculum, instruction and assessment that prepares students for college (two or four year) or career. MMSD is beginning with the end goal in mind, as teams of teachers, administrators, and district staff will form committees to develop

PreK-12 alignment. First the committee will define the academic demands students will face in the core content areas. After identifying these demands, the committees will backmap PreK-12 a vertical progression, or road map, of critical thinking skills and knowledge students need to be prepared for college-level work. The end result will be a vertically aligned PreK-12 system.

According to Wiggins and McTighe (2007), "The job is not to hope that optimal learning will occur, based on our curriculum and initial teaching. The job is to ensure that learning occurs, and when it doesn't, to intervene in altering the syllabus and instruction decisively, quickly, and often" (p. 55).

As Collins also implies in *Good to Great* (2001), school districts must confront the brutal facts of their current reality in order to improve. The Strategic Plan, approved in June 2009, indicated that K-12 curriculum was not aligned, there are achievement gaps, and demographics of advanced courses show very few children of color enrolled.

MMSD has as its mission to cultivate the potential in every student to thrive as a global citizen by inspiring a love of learning and civic engagement, by challenging and supporting every student to achieve academic excellence, and by embracing the full richness and diversity of our community. The Strategic Plan, adopted in June, 2009 defines clear action steps to begin the alignment of this work for the district, a segment of these steps are represented below:

1. Map current course sequences in all content areas K-12, identifying prerequisites and obstacles in order to improve achievement for all students and close the achievement gap, reduce barriers for all students and identify opportunity gaps. (See also TAG Plan, Goal 2, Appendix B)
2. Analyze course sequences and allocate resources to address inconsistencies and inequities across the district.
3. Analyze course enrollment and successful completion for all student groups to determine baseline data for comparison and growth. (See also Cultural Relevance Step 1)
4. Define rigor, accelerated learning and 21st Century skills to build common language and understanding.
5. Use curriculum mapping (e.g., Eclipse) to determine standards-based outcomes and improve learning pathways and course sequence by identifying gaps and repetition. Focus initially at secondary level.

Questions about Curriculum, Instruction, Assessments and the Alignment Process

What does curriculum, instruction, assessment and alignment mean?

Alignment means that all instructional program systems are coherent and focused toward increased student learning. Critical indicators of an aligned system are:

- Teachers within a grade purposely link their curriculum (including arts, health, library, computers, etc.) to stated learning goals and use common instructional strategies and assessments.
- Teachers coordinate curriculum and assessments to avoid repetition and to offer students new and more complex aspects of subject matter from grade to grade.
- School-sponsored support programs (e.g. field trips, tutoring, after-school programming) are linked to curriculum instruction, and assessment.
- Professional development for staff members supports the implementation of common curriculum, instructional strategies and balanced assessments.
- Professional development programs are sustained over time.
- The school strategically accepts and refuses programs and initiatives in a manner that supports staff focus, program continuity, and on-going improvement.
- School improvement planning and assessment directly address the school's progress in providing a coordinated and sustained school program.
- Over time, curriculum remains reasonably stable and provides teachers with sustained opportunities to learn how to teach it well. It also gives teachers ongoing opportunities to teach students how to succeed.

- Over time, teaching assignments and key program leaders or leadership positions remain stable.
- Evaluation of programs is cyclical.
- Evaluation process of all educators is in line with program coherence.

Adapted from Newman, F., Smith, B., Allensworth, E., & Bryk, A. (2001). School instructional program coherence: Benefits and challenges. Chicago, IL: Consortium on Chicago School Research.

1. What is a scope & sequence?

A scope & sequence is a PreK-12 alignment of curricula and the associated intended student learning outcomes within each content area. Scope & sequences are constructed by grade level, and may specify sequencing in units of time, such as monthly, quarterly or by semester. Scope & sequence is one component of instructional program coherence. A scope & sequence is often a concise document that publicly describes the intended learning outcomes for all students within a given content area and timeframe.

2. Why establish a scope & sequence?

The purpose of establishing content-specific scope & sequence in MMSD is to ensure research-based, high quality curriculum, instruction and assessment regardless of the school a student attends. Scope and sequence also supports students who move from school to school assuring they do not miss units of study. A scope & sequence allows effective use of resources to support student learning. It also provides a basis to ground and develop educational programs and initiatives throughout a PreK-12 system.

3. What is the research evidence supporting a scope & sequence?

Evidence for the benefits of instructional program coherence comes from multiple sources, including research on learning and cognition, human motivation, and school-level effectiveness (Oxley, Principal's Research Review, 2008). School improvement frameworks that incorporate instructional program coherence are more likely to advance student achievement than multiple, unrelated efforts. Research has presented a strong positive relationship between improving coherence and improved student achievement (equivalent to about one month more schooling per year). Findings from research on effective middle schools have determined that the single strategy with the greatest predictive strength of improving student achievement is "an intense, school-wide focus on improving academic outcomes." The predictive value is based on domains including standards-based curricula and instruction (Education Digest, 2010).

4. Which content areas will begin establishing a scope & sequence, and what are the first steps?

The content areas of English/Language Arts/Literacy and Mathematics will begin in 2011-12. Improved student literacy, [literacy defined as reading and writing] will be addressed and articulated in all content areas. MMSD Social Emotional Learning Standards (SELS) will be integrated into the core content areas beginning with social studies and English/Language Arts/Literacy. The roll out of this information is based on a time line that is being established to include development of the scope and sequence with an electronic format, professional development, resources needed etc.

5. How will other content areas be included in this process?

The rationale for scope & sequence addresses all content areas. In the long term - As each content area progresses through the MMSD Program Evaluation Protocol and the Curricular Renewal Cycle, opportunities for establishing a scope & sequence will be included. In the short term – Collaborative, school-based and district-based leadership teams are encouraged to explore ways to strengthen student learning through alignment. The electronic mapping of scope & sequence allows for access to content area essential understandings including instructional timeframes. All content areas are encouraged to align specific knowledge and skills to integrate with, extend, deepen and enrich student learning experiences within and across disciplines.

6. Who will develop content-specific scope & sequence?

Scope & sequence teams include representation from PreK-12 teachers within schools, school-based leadership, and central office departments. The administrative leadership includes the Deputy

Superintendent, Assistant Superintendents, Curriculum and Assessment, Equity and Family Involvement, Talented and Gifted, Professional Development, ESL/Dual Language Immersion/Bilingual, Special Education, and Student Services.

7. How will MMSD establish content-specific scope & sequence?

The above teams will engage in professional learning by collaborating so that a clear district direction is consistent to align the essential understandings, essential questions, knowledge, skills and level of knowledge and skills using the Common Core State Standards and the ACT College & Career Readiness Standards. The process will begin from grade 12 and "back-map" to kindergarten and PreK. The work will be housed in an electronic format called Eclipse. The work will include professional development to learn about scope & sequence, standards, Eclipse and the process. Instructional timeframes will be included in all scope & sequences.

8. How will MMSD coordinate the overall scope & sequence work?

Central office, cross-departmental planning teams will meet on a regular basis to ensure the development of scope & sequence *across and within* content areas proceeds toward overall instructional program coherence.

9. When will content-specific scope & sequence work begin?

Scope & sequence teams for English/Language Arts/Literacy and Mathematics will be formed by the beginning of 2011-2012.

10. When will content-specific scope & sequence work be finished?

Effective scope & sequence work is an ongoing and iterative process. Formalized opportunities to renew and reflect upon scope & sequence are included as components of the MMSD Program Evaluation Protocol. An initial draft of the scope & sequence for English/Language Arts/Literacy and Mathematics will be completed by the end of summer, 2012. An initial draft for science and social studies is estimated to be finished by end of summer, 2013.

11. What tools and resources are available? Funding?

The following are some of the tools, resources and funding that will be provided for the districtwide scope & sequence teams:

- Eclipse – electronic scope and sequence mapping tool
- Align by Design – A process used to align essential understandings, essential questions, knowledge and skill level expectations
- *Keys to Curriculum Mapping: Strategies and Tools to Make it Work* (Udelhofen, 2005)
- Susan Udelhofen, national curriculum mapping expert
- Common Core State Standards (hard copy and online)
- ACT College & Career Readiness Standards
- MMSD Social Emotional Learning Standards (SELS)
- Alignment document that connects the Common Core with the ACT College & Career Readiness Standards
- Content specific documents (e.g. *Atlas of Science Literacy*)
- Scope & Sequence Exemplars (in development)
- Released days (substitute coverage)
- Extended employment for summer work

School-based teams will have access to professional collaboration time and support from School Improvement Planning and REaL Grant funding.

12. Will current curriculum, assessments, and benchmarks be aligned to the Common Core and ACT College & Career Readiness Standards?

Exemplary courses and promising curricula and assessments that exist in MMSD will be considered. Current core courses and curriculum considered for the future will be measured against the ACT College & Career Readiness and Common Core Standards.

13. Will alignment of *new* curriculum, assessments and benchmarks to the College & Career Readiness Standards be used?

This model offers a fresh start for some curricular and instructional renewal to the new Common Core and ACT College & Career Readiness Standards while implementing the Strategic Plan for increased rigor.

14. Will core curriculum be consistent in all classrooms by grade level?

Eventually, the essential understandings, essential questions, knowledge and skill level expectations will be consistent in all classrooms and by grade level districtwide.

15. In elementary schools will multi-age curriculum rotation become consistent?

For full alignment and to address the mobility of students in PreK-5, multi-age curriculum needs to be aligned districtwide. A plan for consistent A/B rotation will be forthcoming.

16. Will common curricula, curricular materials, core texts and assessments all become aligned?

Ideally. The MMSD Program Evaluation Protocol and Curricular Renewal Cycle approved by the Board of Education implies that consistent curricula are used districtwide. The Math Task Force Recommendations are also explicit on this topic. However, in the development of the High School Plan, we are asking all four high schools to make recommendations on common curricula, materials, core texts, and assessments to the Superintendent.

17. Will some common units be taught at the same time?

Sequential units with assessments can be synchronized and determined by the planning team. Mobility issues are addressed and learning loss is reduced when alignment is complete. Several school-based and district staff will determine what this looks like, while using an electronic template (Eclipse) for consistency.

18. Will all schools offer the same sequence of core courses required for graduation in the same grade level at 9th and 10th grades?

In order to provide students with the consistent essential understandings, knowledge and skill level expectations, a common sequencing of required courses for graduation will be reviewed.

19. Will teachers have the flexibility over their daily instruction (lesson plans, learning activities, supplemental resources)?

Within the parameters of a scope & sequence, teachers will be able to effectively differentiate in order to meet the needs of students in the classrooms. Eclipse will eventually house tools and resources to assist teachers in this process.

20. Will all students experience the same sequence of courses?

With the release of the High School College & Career Readiness Plan, the majority of students will experience a common sequence of courses with similar essential understandings. However, this plan does not restrict students from choosing other learning options to gain required credits for graduation.

21. Is the goal to have PreK-5, PreK-8, or PreK-12 alignment?

The goal is to have alignment PreK-12. A core characteristic of the most effective schools is that they have instructional program coherence. All schools will align to a PreK-12 program of instruction over time as a result of the development of scope & sequence and the program review and evaluation process.

22. Will curriculum sequential units be defined and consistent across classrooms and schools?

Scope and sequence includes appropriate time elements (ie: in 2nd grade learning how to tell time will be a lesson covered within the unit taught in October). Without time markers, a scope and sequence has jeopardized accountability, ability to integrate units, and implement cross-disciplinary connections.

23. Will accountability for teachers and administrators/principals to follow and adhere to a scope & sequence be incorporated into report cards, evaluations, department goals, etc.?

This is a district core systems response to closing the achievement gap and ensuring all students receive a research-based, high quality, rigorous, college and career ready education regardless of the school they attend in MMSD. Processes have not been developed to answer accountability of this non-negotiable.

24. Should a comprehensive plan, including research base, outcomes by year, cost and implications be written and reviewed prior to beginning this work?

Administrators from various departments are in the process of developing a template with initial information for consideration.

25. Who is responsible for developing such a plan?

District Executive Directors, Directors, Assistant Superintendents, and Deputy Superintendent are responsible for developing an initial draft action plan to begin to work with districtwide.

26. Will the alignment process have implications on teacher positions due to certification?

Some issues may arise as a result of aligning secondary-level courses. Issues will be resolved so that all teacher positions and certification are in accordance with the Department of Public Instruction teacher certification criteria.

27. Will conversation with the union be part of the plan?

Dialogue with the union may include: Professional Collaboration Time (PCT), research base, planning time, team time, ongoing professional development to learn new curriculum skills (curriculum, assessments, technology), need for alignment, and accountability for student learning through curricular alignment and progress monitoring.

28. How will the alignment process be rolled out?

The tentative plan is as follows:

- Central office staff and building administrators will convene regularly to develop, review and evaluate progress
- Teachers, department chairpersons, building leaders, and central office staff will convene regularly to develop, review and evaluate progress
- School-based discussions and regular communication will occur
- Middle schools and high schools will engage in 6-12 dialogue for transition
- K-5 and middle schools will engage in K-8 dialogue for transition
- K-12 discussions will occur to ensure continuity of instructional coherence

29. After the alignment plan is completed, with stakeholder input, how might concerns be addressed?

The plan calls for communication, professional development, collaboration and evaluation as components to the alignment process. In addition, school-based plans will also include making sure the following are explored:

- A clearly articulated vision to eliminate confusion
- A process for professional development to assure new skill development to eliminate anxiety
- Availability of necessary resources (e.g. sub release time) and redeployment of resources to eliminate inefficiencies (ordering in large quantities has cost benefits)
- Utilize incentives to the change process to eliminate gradual change, and
- District Action Plan to eliminate false starts.

References:

Anderson, L. W. (2002). Curricular alignment: A re-examination. *Theory into Practice*, 4, 255-260.

- Bryk, A. S., Sebring, P. B., Allensworth, E., Luppescu, S., & Easton, J. Q. (2009). *Organizing schools for improvement: Lessons from Chicago*. Chicago, IL: The University of Chicago Press.
- College Board Standards for College Success (2001).
- Collins, J. (2001). *Good to great: why some companies make the leap and others don't*. New York: HarperCollins Publishers.
- Edvantia. (2005). *Research brief: Aligned curriculum and student achievement*. Retrieved November 20, 2010, from <http://www.edvantia.org/products/pdf/Aligned.pdf>.
- Institute of Education Sciences. (2009). *Helping students navigate the path to college: What high schools can do*. Retrieved November 20, 2010, from http://ies.ed.gov/ncee/wwc/pdf/practiceguides/higher_ed_pg_091509.pdf.
- Jensen, E. (1998). *Teaching with the brain in mind*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Knapp, M. S., Copland, M. A., Ford, B., Markholt, A., McLaughlin, M. W., Milliken, M., et al. (2003). *Leading for learning sourcebook: Concepts and examples*. Seattle, WA: Center for the Study of Teaching and Policy.
- Marzano, R. J. (2003). *What works in schools: Translating research into action*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Newmann, F. M., King, M. B., & Youngs, P. (2000). Professional development that addresses school capacity: Lessons from urban elementary schools. *American Journal of Education*, 108, 259-299.
- Newmann, F. M., Smith, B., Allensworth, E., & Bryk, A. S. (2001). *School instructional coherence: Benefits and challenges*. Chicago, IL: Consortium on Chicago School Research.
- Pathways to College Network. (2006). *Aligning P-12 and postsecondary education* [Electronic Version], 1-4. Retrieved November 20, 2010 from <http://www.pathwaystocollege.net/pdf/alignment.pdf>.
- Southwest Comprehensive Center. (2005). *Research on closing the achievement gap between high and low socioeconomic status students*. Retrieved November 20, 2010, from http://www.swcompcenter.org/pdf/conf0406/SES_Overview.pdf.
- Squires, D. A. (2009). *Curriculum alignment: Research-based strategies for increasing student achievement*. Thousand Oaks, CA: Corwin.
- WestEd. (2010). *Alignment to assure learning of ELL students* [Electronic Version], 11. Retrieved November 20, 2010 from <http://www.wested.org/cs/we/view/feat/218>.
- Wiggins, G., & McTighe, J. (2007). *Schooling by design: Mission, action, and achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.

S:\CIA\Central Office\Scope_&_Sequence-Final (02.08.11).doc

The Ideal Graduate from the Madison Metropolitan School District

Background:

The Madison Metropolitan School District Strategic Plan contains a Student Action Plan, which in turn contains two action steps related to defining the ideal district graduate. These two action steps are listed below:

Action Step 1: Define successful MMSD graduate outcomes:

- Content knowledge
- Civic-minded skills
- Life-enriching skills
- Social-emotional skills
- Career awareness

Action Step 2: Determine the multiple pathways to success based on the definition of successful MMSD graduate outcomes:

- Map current pathways.
- Determine gaps based on the definition of successful MMSD graduate.
- Establish additional pathways as needed.

In order for the outcome areas identified in Action Step 1 to correspond to terminology used in programs and initiatives currently in operation within the district, the five areas were modified according to the following chart:

Original Title	Modified Title	Abbreviation
Content Knowledge	Academic Achievement	AA
Civic-Minded Skills	Community Involvement	CI
Life-Enriching Skills	Social-Emotional Wellness	SEW
Social-Emotional Skills		
Career Awareness	Post-High-School Planning	PP

Data Collection:

Between September, 2010 and February, 2011 groups of district staff, current students, and parents/guardians of current students were asked to respond to the question, "What should the ideal MMSD graduate know and be able to do?" Responses to the question have been categorized according to the four areas identified in the chart above. Some responses clearly relate only to one area, while others overlap two or more areas. In addition, the group(s) which submitted each response is (are) noted.

Academic Achievement Outcomes:

Responses concerning academic achievement fall into three broad categories—skills as a learner, general academic considerations, and specific content to be addressed.

Parents and staff members submitted responses regarding the students as learners; students did not address this area at all. Both parents and staff are concerned that the ideal graduate have basic

study skills and research skills and have a passion for learning and a desire to be a life-long learner. Parents mentioned that the ideal graduate should know how to ask “good questions”. Staff added specifically that the ideal graduate should know how to brainstorm ideas, apply prior knowledge to unique situations, move ideas to solutions, be self-sufficient in finding information, and be a self-directed learner. Staff are also concerned that the ideal graduate “look back fondly on schooling”.

All three groups talked about the ideal graduate having general academic preparation, though most responses came from staff. Students believe the ideal graduate should have passed the basic curriculum and meet the skills required on tests. They did not define “basic curriculum” or “skills required on tests”. Parents said that the ideal graduate should have completed a comprehensive education, including all required courses, plus courses from all the elective areas. Staff agreed with the parents about comprehensive curriculum; and they added that the ideal graduate should have mastered “core knowledge”, though they did not define that term. In addition, staff said that the ideal graduate has “mastery level” of the content of the courses he/she took and has academic skills for daily living.

In terms of specific academic content and skills, the three groups spoke of the areas of English/language arts, mathematics, physical sciences, social studies, and world languages. Regarding English/language arts, every group mentioned that the ideal graduate must be able to express thoughts and ideas in oral and written English. Students specifically mentioned that the ideal graduate should be able to write a strong essay with a strong thesis. Parents mentioned that the ideal graduate ought to read at the 12th-grade level. Staff brought out that the ideal graduate must be able to write a résumé and be able to read a variety of genres. No specific genres were identified.

Mathematics is another area identified by all groups as important for the ideal graduate. Staff and students mentioned the importance of knowledge of arithmetic, algebra, and geometry. The general area of financial literacy was identified by parents and staff, with staff bringing out that the ideal graduate should demonstrate a mastery of mathematics for daily living skills by having developed and being able to manage a personal financial plan.

Students were the only group to identify a basic understanding of the physical sciences as crucial for the ideal graduate.

All groups found items in the area of social studies to be foundational for the ideal graduate. All said that an understanding of US government, the democratic process, and what it means to be a citizen are important. Students pointed out that the ideal graduate has a basic understanding of the social sciences, current events, and one’s rights. Parents cited knowledge of geography and of US History as essential for the ideal graduate. Staff identified that the ideal graduate should have an understanding of economics, and also of larger global issues. All of the groups brought out the importance of community involvement and civic engagement, which are discussed in another section of this document.

Finally, the ideal graduate should have had exposure to a second language according to staff, and that exposure should include at least three years’ study according to students.

Community Involvement Outcomes:

The area of community involvement includes the ability to support oneself in our society, an understanding of and the ability to relate positively with diverse groups of people, an understanding of our political system and our society, an active involvement in the community, and an awareness of global issues.

Students, parents, and staff identified the ability to support oneself in our society as important for the ideal graduate. In terms of community involvement, students identified being able to earn a living to support his/her lifestyle, and having “good social skills” as crucial; and staff agreed with them.

Parents thought that being street-wise and not gullible, having and using a library card, and reading and understanding a newspaper as vital for the ideal graduate. Staff describe the ideal graduate as having life skills that allow him/her to be in charge of his/her life, being able to get a job, being a wise consumer, and maintaining all of one’s options by being proficient in the language of power and the language of the marketplace to the requirements for the ideal graduate. Neither of these terms—“the language of power” and “the language of the marketplace”—was defined. Finally staff stated that the ideal graduate has the skills to make appropriate plans for where he/she intends to be one year from graduation, and then five years from graduation in order to build a sustainable life for himself/herself in terms of economic sustainability, environmental consciousness, and connections to the community.

For all respondents being exposed to diverse groups of people and being able to interact cooperatively with them were cited as important to the ideal graduate. Responses regarding exposure to and interaction with diverse people groups were so common across the three sets of respondents that one may speak of them *in toto*. The groups agree that specifically this means the ideal graduate has met and interacted with a variety of people who are different from him/her, has developed an open mind regarding differences in terms of the way in which various groups and individuals approach life, is able to interact positively and respectfully with people who are different from him/her, and is able to adapt appropriately to different social and cultural norms.

Another area of community involvement comes under what might be termed “civics”. Each group identified understanding the US system of government, the democratic process as vital to the ideal graduate. Students specified understanding current events, knowing one’s rights, and thinking critically about government in particular and society and social issues in general as important for the ideal graduate. Parents added being capable of engagement with and participation in a democracy. Staff brought out being both an independent and interdependent member of society with support if necessary, being well-rounded by having had hands-on and real-world experiences, and understanding citizenship and one’s responsibility to it in such activities as voting and serving on juries. Finally, both staff and students identified the ideal graduate as a person with knowledge of the basic laws of society.

Knowledge of the society is not enough. The ideal graduate must also be an involved member of that society. The respondent groups agreed that being an involved member of society is crucial, but they each identified various specifics to that general topic. Students mentioned having a sense of stewardship, having service-learning experiences, and being able to complete long-term goals as vital for the ideal graduate. In other words, students saw the ideal graduate as having developed a sense of caring for the society in a long-term fashion and having had practice in school at being involved in society. Parents identified the ideal graduate as having conflict-resolution skills. Teachers viewed the ideal graduate having knowledge of available resources, and students agreed. Teachers mentioned that the ideal graduate must be involved in the community out of a sense of responsibility to others and for society in general.

Finally, the ideal graduate is also aware of the world of which the United States is one part. Every respondent group mentioned the ideal graduate as a global citizen, thinking beyond the contexts of Madison, Wisconsin, the Midwest, and the United States. The ideal graduate is informed about and has a sense of connection to the world as a whole.

Social-Emotional Wellness Outcomes:

Many responses from the respondent groups which also fall under Social-Emotional Wellness have already been listed because they apply primarily to the ideal graduate as a learner, a community participant, or a global citizen. The responses described in this section apply primarily to the social-emotional wellness of the ideal graduate, but clearly they touch various other sections of this report. This section discusses responses regarding daily-living skills, social skills, health, responsibility, and post-high-school planning.

All three groups mentioned different levels of daily-living skills which the ideal graduate should possess. Examples include the ability to change a tire, cook a week's worth of meals, care for oneself when suffering from the cold or flu, wash and iron clothing, balance a checkbook, and travel using a map. Broader abilities include handling a budget, managing one's time, being a critical consumer, taking "No" for an answer, asking someone out, ending a relationship, taking and applying constructive criticism, and behaving appropriately in various social situations. A broader set of abilities includes being aware of and reflecting on oneself, having a basic moral compass, possessing a positive attitude, recognizing and taking advantage of available opportunities, firmly expressing and backing up one's opinions, and possessing the skills to be good parents and role models.

Relative to social skills, students mentioned that the ideal graduate would apply his/her talents in a positive and fun behavior, and that he/she should be involved with groups. Parents identified possessing a sense of empathy and being able to converse with both peers and adults as essential to the ideal graduate. Staff spoke of the ideal graduate as being fun to be around, as well as knowing how to access resources (fine arts, sports, clubs, etc.) to develop his/her personal interests.

Health literacy including sex education, and being drug-free were identified by parents as important for the ideal graduate. Students mentioned that the ideal graduate must have a sense of personal health. Staff were more specific regarding personal health, citing the development and management of a personal health plan and the knowledge of how to avoid impregnating or becoming pregnant as crucial to the ideal graduate.

Students and staff identified the general area of responsibility as one of importance to the ideal graduate. Students talked about the ideal graduate taking personal responsibility in a general sense and specifically taking responsibility for his/her commitments and actions. Staff agreed about the general area of personal responsibility and the specific area of taking responsibility for one's actions. They then added not making excuses for one's actions, understanding and accepting the consequences of one's actions without always having help from one's parents, and sensing a responsibility to oneself in addition to a responsibility for oneself.

Another area which all respondent groups identified as important for the ideal graduate is post-high-school planning, which will be discussed in more detail in the following section. Respondents identified several social-emotional aspects of this planning. While the groups did not directly connect the ideal graduate's sense of responsibility with his/her post-high-school planning, obviously the ideal graduate realizes that the ultimate responsibility for planning and preparing for the future belongs to him/her. Parents and staff saw the ideal graduate possessing the confidence and emotional support to be prepared to succeed in the future. In addition staff believed that a flexible and wide-ranging skill set for supporting himself/herself and contributing to society would be crucial for the ideal graduate. This skill set would include social-emotional skills such as the aforementioned confidence and emotional support, as well as willingness to seek and accept help, possession or development of a strong work ethic, and persistence in moving toward a goal even in the face of obstacles. Having such confidence, emotional support, and skills would lead to the graduate having a sense of direction about where he/she is going in the future and developing a plan for arriving at that destination.

Post-High School Planning Outcomes:

Respondents believe that the development and management of a specific plan for reaching appropriate post-high-school options affords the ideal graduate the best opportunity to be prepared for the widest range of opportunities that will support the type of life he/she envisions in the future. In addition to the social-emotional aspects of post-high-school planning discussed in the previous section of this document, the groups of respondents mentioned the ideal graduate having a sense of direction for the future, participating in career-awareness and career-education activities, undertaking the personal plan leading to appropriate post-high-school options, and possessing the skills necessary to apply for and secure a job.

Students, parents, and staff agree that the ideal graduate knows his/her interests, strengths, weaknesses, and values and is able to connect these personal qualities to the world of work. The fact that such personal knowledge would lead the student to develop a sense of direction for the future was mentioned as one of the social-emotional aspects of post-high-school planning. Developing a personal plan to move appropriately in that direction involves specific preparation.

In order to connect his/her personal characteristics to the world of work, students must know about the world of work. In addition to this connection of personal characteristics and the future, staff added the concept of the ideal graduate being able to explain how his/her education is relevant to his/her future. Though not mentioned specifically by students, parents, or staff, MMSD's Individual Learning Plan (ILP) and the career-education curriculum which supports it from grades 4-12, are the tools which would enable the graduate to understand how both personal characteristics and education are relevant to the future he/she hopes to enjoy. The curriculum takes the student through a series of developmentally-appropriate activities that enable him/her to identify the personal characteristics identified previously, record them in the ILP, and then investigate careers which match those personal characteristics. Furthermore, when the student identifies careers areas of interest, he/she can examine the educational/training paths necessary to enter into and succeed in those careers. Hence, the ILP and career curriculum assist the student to develop and manage a personalized career-preparation plan through high school and into the appropriate post-secondary training and education for the identified careers. Staff mentioned such a long-term plan as a key aspect of the ideal graduate's preparation. This plan includes the career exploration via internships or job shadowing identified by staff as important to the ideal graduate; and it provides the ideal graduate the knowledge and skills, to adjust their path as their interests or circumstances change, a quality identified by staff as important.

Finally, parents and staff identified several characteristics of the ideal graduate related to skills necessary for seeking and securing a job. These include knowing how to develop an appropriate résumé, understanding proper interview etiquette, and being aware of the importance of such work skills as arriving on time and dressing appropriately.

Conclusion:

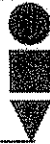
One might assume that the ideal graduate from a Madison Metropolitan School District high school would have successfully met the graduation requirements in terms of courses successfully completed and credits earned. However, students, parents, and staff identified many characteristics of that ideal graduate in the areas of academic achievement, community involvement, social-emotional wellness, and post-high-school planning. This narrative has described the process used to find out from each group how they would answer the question, "What should the ideal MMSD graduate know and be able to do?" The responses of students, parents, and staff have been sorted into four large areas, and general outcomes in each of these areas have been described.

The next steps in the process of identifying the ideal MMSD graduate are to...

1. identify specific measureable outcomes for each of the four main areas,
2. devise an appropriate assessment protocol for each outcome,
3. formulate a timeline for those implementing assessment protocols,
4. develop and implement a process for reporting the assessment results,
5. report the assessment results to the high schools in order for them to use the results into their instructional planning.

March 14, 2011

S/Student Services/Counselors/Phils Files/Ideal MMSD Graduate/The Ideal Graduate from the Madison Metropolitan School District



TO: Board of Education

FROM: Daniel A. Nerad, Superintendent **APPENDIX NNN-4-3**

DATE: September 28, 2011 **October 24, 2011**

RE: Four Year Old Kindergarten (4K) Update

I. Introduction

- A. Title or topic/reason for report or presentation** - The purpose of this item is to provide the Board of Education (BOE) with an update on the beginning of the 4K program.
- B. Presenter or contact person for the presentation** – Sue Abplanalp and Scott Zimmerman
- C. Background information** – The primary reason for the Madison Metropolitan School District's (MMSD) implementation of four year old kindergarten (4K) is to better prepare all students for educational success. Similarly, the community and society as a whole receive many positive benefits when students are well prepared for learning at a young age (*The Economic Promise of Investing in High-Quality Preschool: Using Early Education to Improve Economic Growth and the Fiscal Sustainability of States and the Nation*). The planning and preparation for four year old kindergarten (4K) program in the Madison area started nearly 8 years ago.

There are three DPI models of 4K programming that MMSD will use to delivery 4K:

1. Model I: is at a school site with a MMSD teacher
2. Model II: is at an ECE center site with a MMSD teacher
3. Model III: is at an ECE center with an ECE center teacher

4K sites for 2011-2012 school year

The following is the number of 4K sites in each model:

- * 23 school sites Model I
- * 30 ECE centers Model III
- * 2 ECE centers for Model II

There are a total of 55 sites altogether, the list of sites and models appear below.

There are three DPI models of 4K programming that MMSD will use to delivery 4K:

1. Model I: is at a school site with a MMSD teacher
2. Model II: is at an ECE center site with a MMSD teacher
3. Model III: is at an ECE center with an ECE center teacher

The following are 23 approved school sites to provide Model I 4K programming:

1. Chavez
2. Elvehjem
3. Emerson
4. Falk
5. Franklin
6. Glendale
7. Gompers
8. Hawthorne
9. Huegel
10. Lapham
11. Lincoln
12. Lowell
13. Marquette
14. Mendota
15. Midvale
16. Muir
17. Olson
18. Orchard Ridge
19. Stephens
20. Sandburg
21. Shorewood
22. Thoreau
23. MMSD Learning Center/Boys and Girls Club

The following 30 ECE centers have returned signed contracts to MMSD for providing 4K Model III programming:

1. Bernie's Place
2. Big Oak Child Care
3. Creative Learning Preschool
4. Dane County Parent Council Bayview,
5. Dane County Parent Council East Madison,
6. Dane County Parent Council Northport,
7. Dane County Parent Council Packers,
8. Dane County Parent Council Preschool Enrichment Program,
9. Dane County Parent Council Red Arrow,
10. Dane County Parent Council South Madison
11. Dane County Parent Council Wexford.
12. Eagle's Wing
13. Goodman Community Center
14. KinderCare-Londonderry
15. KinderCare-Old Sauk
16. KinderCare-Raymond
17. LaPetite-North Gammon
18. MATC-Downtown
19. MATC-Truax
20. Meeting House Nursery
21. Monona Grove Nursery

22. Orchard Ridge Nursery
23. The Learning Gardens
24. University Avenue Discovery Center
25. University Houses Preschool
26. University Preschool-Linden
27. University Preschool-Mineral Point
28. Waisman EC Program
29. YMCA-East
30. YMCA-West

The following ECE centers were approved by the BOE for 4K Model II programming:

1. Animal Crackers
2. Kennedy Heights Neighborhood

**D. Describe the action requested of the BOE –
N/A**

II. Summary of Current Information

A. Provide a brief synthesis of the topic -

Four year old Kindergarten classes began on September 6, 2011. Currently, there are approximately 1,796 students registered for 4K in MMSD and attending either one of the 23 elementary schools and Boys and Girls Club site or one of the 32 early childhood care and education (ECCE) center sites. Please see attachment A for more information on student enrollment numbers by site.

Registration for 4K will remain open this year and it is anticipated that more students will enroll over the course of the school year. The 4K program is free for families, there have been some questions about how the ECCE centers have ensured their 4K programs are free for families and the MMSD has issued a statement to the media to attempt clarify this issue for families. Also, some parents have had questions about 4K looking similar to wrap around care times. The district has clarified this, indicating that 4K should be a time with unique activities, specifically relating to the WI Model Early Learning Standards for 4K. Overall, principals, ECCE directors, and 4K teachers report a positive and smooth start to the 4K program in MMSD. With the experience so far of this fall, the processes and practices around 4K enrollment and transportation are being reviewed to make enhances and efficiencies.

The professional development and learning for 4K teachers is an ongoing process with formal sessions on the third Monday of every month. Topics have been specific to teachers needs on 4K standards and benchmarks, the Creative Curriculum, Gold student assessment, and the report card. There is also coaching and consultation to assist teachers with the implementation with new practices in their 4K classroom. The ECCE 4K teachers also have the opportunity to attend professional development sessions each month as well.

The primary goal of 4K in MMSD will be decrease the achievement gap for students of color as measured by the Kindergarten Readiness screener. This screener is

administered in March and April to determine students' readiness for attending five year old kindergarten (please see attachment B for screener results).

There is a 4K Steering committee which meets regularly to share information with ECCE center directors and to discuss topics the group generates. This group is made up of all contracting ECCE center directors. The group is utilizing a web base site to share family training and outreach information along with posting and discussing meeting notes, forms and research articles.

- B. Clearly label any recommendations - N/A**
- C. Link each element summarized to supporting detail - N/A**

III. Implications

- A. Budget – N/A**
- B. Strategic Plan - Four year old kindergarten was referenced in the MMSD Strategic Plan for improving academic achievement for all students and continuing to close the achievement gap.**
- C. Equity Plan – Four year old kindergarten will provide MMSD students with equitable access to pre-school programming in preparation for 5K. The MMSD 4K is provided at no cost to parents.**
- D. Implications for other aspects of the organization- N/A**

IV. Supporting documentation

- Attachment A: 4K Site Student Numbers
- Attachment B: Kindergarten Readiness Screener Results

MMSD WKCE Results November 2010 (2010-11 School Year) By School - Students Full Academic Year in School Only
 Reading and Math
 Grades 4 & 8

P131

	WKCE Reading Proficiency								WKCE Mathematics Proficiency							
	Minimal		Basic		Proficient		Advanced		Minimal		Basic		Proficient		Advanced	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
ALLIS EL	8	15.7%	7	13.7%	20	39.2%	16	31.4%	11	21.6%	4	7.8%	19	37.3%	17	33.3%
CESAR CHAVEZ EL	3	3.3%	7	7.8%	33	36.7%	47	52.2%	4	4.4%	4	4.4%	35	38.9%	47	52.2%
CRESTWOOD EL	2	4.0%	6	12.0%	14	28.0%	28	56.0%	5	10.0%	1	2.0%	15	30.0%	29	58.0%
ELVEHJEM EL	8	10.7%	12	16.0%	20	26.7%	35	46.7%	10	13.3%	6	8.0%	33	44.0%	26	34.7%
EMERSON EL	2	6.1%	6	18.2%	14	42.4%	11	33.3%	4	12.1%	6	18.2%	13	39.4%	10	30.3%
FALK EL	3	8.8%	7	20.6%	12	35.3%	12	35.3%	8	23.5%	2	5.9%	13	38.2%	11	32.4%
GLENDALE EL	7	11.5%	15	24.6%	23	37.7%	16	26.2%	16	26.2%	5	8.2%	28	45.9%	12	19.7%
GOMPERS EL	2	5.1%	8	20.5%	13	33.3%	16	41.0%	7	17.9%	2	5.1%	21	53.8%	9	23.1%
HAWTHORNE EL	2	3.8%	6	11.5%	30	57.7%	14	26.9%	11	21.2%	10	19.2%	16	30.8%	15	28.8%
HUEGEL EL	6	10.3%	10	17.2%	18	31.0%	24	41.4%	15	25.9%	6	10.3%	21	36.2%	16	27.6%
KENNEDY EL	5	5.6%	8	8.9%	34	37.8%	43	47.8%	8	8.9%	6	6.7%	36	40.0%	40	44.4%
LAKE VIEW EL	0	.0%	6	17.6%	15	44.1%	13	38.2%	7	20.6%	1	2.9%	11	32.4%	15	44.1%
LEOPOLD EL	11	11.2%	21	21.4%	36	36.7%	30	30.6%	21	21.4%	10	10.2%	40	40.8%	27	27.6%
LINCOLN EL	7	7.1%	24	24.5%	26	26.5%	41	41.8%	18	18.4%	7	7.1%	31	31.6%	42	42.9%
LINDBERGH EL	2	5.6%	12	33.3%	13	36.1%	9	25.0%	9	25.0%	8	22.2%	14	38.9%	5	13.9%
LOWELL EL	3	8.8%	4	11.8%	8	23.5%	19	55.9%	4	11.8%	2	5.9%	10	29.4%	18	52.9%
MARQUETTE EL	0	.0%	3	3.7%	23	28.4%	55	67.9%	2	2.5%	3	3.7%	20	24.7%	56	69.1%
MENDOTA EL	3	10.0%	5	16.7%	13	43.3%	9	30.0%	8	26.7%	5	16.7%	12	40.0%	5	16.7%
MUIR EL	1	1.6%	5	7.9%	21	33.3%	36	57.1%	6	9.5%	3	4.8%	21	33.3%	33	52.4%
NUESTRO MUNDO	2	5.1%	6	15.4%	18	46.2%	13	33.3%	5	12.8%	4	10.3%	20	51.3%	10	25.6%
OLSON EL	1	3.0%	2	6.1%	11	33.3%	19	57.6%	1	3.0%	1	3.0%	12	36.4%	19	57.6%
ORCHARD RIDGE E	2	5.6%	7	19.4%	11	30.6%	16	44.4%	7	19.4%	2	5.6%	13	36.1%	14	38.9%
RANDALL EL	3	2.5%	7	5.9%	27	22.9%	81	68.6%	7	5.9%	7	5.9%	30	25.4%	74	62.7%
SANDBURG EL	4	7.4%	9	16.7%	24	44.4%	17	31.5%	8	14.8%	10	18.5%	19	35.2%	17	31.5%
SCHENK EL	5	9.8%	12	23.5%	23	45.1%	11	21.6%	12	23.5%	8	15.7%	22	43.1%	9	17.6%
SHOREWOOD HILLS	0	.0%	2	4.3%	10	21.3%	35	74.5%	0	.0%	1	2.1%	10	21.3%	36	76.6%
STEPHENS EL	2	3.2%	5	8.1%	18	29.0%	37	59.7%	4	6.5%	2	3.2%	24	38.7%	32	51.6%
THOREAU EL	10	18.2%	11	20.0%	14	25.5%	20	36.4%	16	29.1%	6	10.9%	15	27.3%	18	32.7%
VAN HISE EL	0	.0%	2	4.3%	6	13.0%	38	82.6%	2	4.3%	0	.0%	6	13.0%	38	82.6%
Total	104	6.3%	235	14.3%	548	33.3%	761	46.2%	236	14.3%	132	8.0%	580	35.2%	700	42.5%

	WKCE Reading Proficiency								WKCE Mathematics Proficiency							
	Minimal		Basic		Proficient		Advanced		Minimal		Basic		Proficient		Advanced	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
BLACK HAWK MID	4	3.7%	10	9.3%	43	40.2%	50	46.7%	7	6.5%	12	11.2%	58	54.2%	30	28.0%
CHEROKEE HEIGHT	18	13.5%	14	10.5%	45	33.8%	56	42.1%	22	16.5%	19	14.3%	47	35.3%	45	33.8%
HAMILTON MID	4	1.7%	3	1.3%	46	20.1%	176	76.9%	2	.9%	10	4.4%	68	29.7%	149	65.1%
JAMES WRIGHT MI	6	8.3%	16	22.2%	35	48.6%	15	20.8%	15	20.8%	8	11.1%	41	56.9%	8	11.1%
JEFFERSON MID	12	6.7%	10	5.6%	56	31.1%	102	56.7%	20	11.1%	9	5.0%	73	40.6%	78	43.3%
OKEEFFE MID	9	7.4%	3	2.5%	33	27.0%	77	63.1%	11	9.0%	11	9.0%	38	31.1%	62	50.8%
SENETT MID	14	8.0%	22	12.5%	78	44.3%	62	35.2%	34	19.3%	26	14.8%	74	42.0%	42	23.9%
SHERMAN MID	4	4.3%	12	12.9%	46	49.5%	31	33.3%	13	14.0%	22	23.7%	44	47.3%	14	15.1%
SPRING HARBOR M	3	3.7%	1	1.2%	19	23.5%	58	71.6%	2	2.5%	2	2.5%	30	37.5%	46	57.5%
TOKI MID	13	9.6%	16	11.9%	33	24.4%	73	54.1%	21	15.6%	17	12.6%	51	37.8%	46	34.1%
WHITEHORSE MID	10	6.8%	18	12.2%	59	39.9%	61	41.2%	22	14.9%	27	18.2%	65	43.9%	34	23.0%
Total	97	6.6%	125	8.5%	493	33.4%	761	51.6%	169	11.5%	163	11.1%	589	39.9%	554	37.6%

Source R:\Tests and Assessments\WKCE\2010-11\FINAL FILE DO NOT USE\Final WKCE Fall 2010 Individual Student Data 0317311 DO NOT EDIT.xls
 Select if School FAY = Y
 and Grade = 4 or 8

MMSD Strategic Plan
Core Measures
Baseline, Annual Benchmark, and Target Data

WKCE Full Academic Year - District

Goal #	Performance Measure	Goal Met 2010-11?	Actuals					Change 2009-10 to 2010-11	2010-11 Goal Set Last Year (for WKCE this is the AYP Goal)	% Above or Below Goal for 2009-10 * Grad Rate 2008-09	Goals			
			2006-07	2007-08	2008-09	2009-10	2010-11				2011-12	2012-13	2013-14	2014-15
1	WKCE Reading Proficiency Percentage Grade 4	No	77.3%	74.9%	75.9%	73.1%	77.3%	4.2%	80.5%	-3.2%	87.0%	93.5%	100%	100%
1	WKCE Reading Proficiency Percentage Grade 4 Native American		71.4%	na	66.7%	72.7%	90.9%	18.2%	80.5%	10.4%	87.0%	93.5%	100%	100%
1	WKCE Reading Proficiency Percentage Grade 4 Asian		76.4%	72.7%	80.0%	78.3%	83.0%	4.7%	80.5%	2.5%	87.0%	93.5%	100%	100%
1	WKCE Reading Proficiency Percentage Grade 4 African American		57.8%	53.2%	58.3%	53.9%	55.4%	1.5%	80.5%	-25.1%	87.0%	93.5%	100%	100%
1	WKCE Reading Proficiency Percentage Grade 4 Hispanic		48.4%	60.4%	53.5%	52.2%	64.4%	12.2%	80.5%	-16.1%	87.0%	93.5%	100%	100%
1	WKCE Reading Proficiency Percentage Grade 4 White		91.4%	91.7%	90.7%	87.3%	90.9%	3.6%	80.5%	10.4%	87.0%	93.5%	100%	100%
1	WKCE Reading Proficiency Percentage Grade 4 Low Income		56.8%	54.4%	56.4%	53.6%	62.1%	8.5%	80.5%	-18.4%	87.0%	93.5%	100%	100%
1	WKCE Reading Proficiency Percentage Grade 4 ELL		51.3%	53.5%	53.3%	51.6%	62.7%	11.1%	80.5%	-17.8%	87.0%	93.5%	100%	100%
1	WKCE Reading Proficiency Percentage Grade 4 Special Education		45.2%	46.6%	47.4%	45.5%	43.4%	-2.1%	80.5%	-37.1%	87.0%	93.5%	100%	100%
2	WKCE Reading Proficiency Percentage Grade 8	Yes	82.5%	81.5%	81.0%	81.1%	83.0%	1.9%	80.5%	2.5%	87.0%	93.5%	100%	100%
2	WKCE Reading Proficiency Percentage Grade 8 Native American		na	75.0%	66.7%	na	100.0%	na	80.5%	19.5%	87.0%	93.5%	100%	100%
2	WKCE Reading Proficiency Percentage Grade 8 Asian		na	76.3%	82.5%	76.2%	86.0%	9.8%	80.5%	5.5%	87.0%	93.5%	100%	100%
2	WKCE Reading Proficiency Percentage Grade 8 African American		63.5%	69.1%	61.1%	63.9%	60.2%	-3.7%	80.5%	-20.3%	87.0%	93.5%	100%	100%
2	WKCE Reading Proficiency Percentage Grade 8 Hispanic		64.6%	61.3%	64.9%	66.4%	71.7%	5.3%	80.5%	-8.8%	87.0%	93.5%	100%	100%
2	WKCE Reading Proficiency Percentage Grade 8 White		92.5%	93.1%	92.7%	93.2%	95.5%	2.3%	80.5%	15.0%	87.0%	93.5%	100%	100%
2	WKCE Reading Proficiency Percentage Grade 8 Low Income		63.3%	64.0%	62.1%	65.4%	68.1%	2.7%	80.5%	-12.4%	87.0%	93.5%	100%	100%
2	WKCE Reading Proficiency Percentage Grade 8 ELL		59.1%	58.5%	54.8%	54.5%	64.5%	10.0%	80.5%	-16.0%	87.0%	93.5%	100%	100%
2	WKCE Reading Proficiency Percentage Grade 8 Special Education		53.2%	49.5%	47.8%	46.1%	45.4%	-0.7%	80.5%	-35.1%	87.0%	93.5%	100%	100%
3	WKCE Math Proficiency Percentage Grade 4	Yes	74.4%	72.7%	76.2%	76.6%	75.0%	-1.6%	68.5%	6.5%	79.0%	89.5%	100%	100%
3	WKCE Math Proficiency Percentage Grade 4 Native American		85.7%	na	61.1%	63.6%	90.9%	27.3%	68.5%	22.4%	79.0%	89.5%	100%	100%
3	WKCE Math Proficiency Percentage Grade 4 Asian		79.1%	73.3%	80.0%	83.3%	85.1%	1.8%	68.5%	16.4%	79.0%	89.5%	100%	100%
3	WKCE Math Proficiency Percentage Grade 4 African American		43.3%	48.4%	55.4%	53.1%	49.4%	-3.7%	68.5%	-19.1%	79.0%	89.5%	100%	100%
3	WKCE Math Proficiency Percentage Grade 4 Hispanic		50.5%	65.8%	60.6%	62.8%	63.5%	0.7%	68.5%	-5.0%	79.0%	89.5%	100%	100%
3	WKCE Math Proficiency Percentage Grade 4 White		90.7%	88.1%	90.5%	90.5%	88.9%	-1.6%	68.5%	20.4%	79.0%	89.5%	100%	100%
3	WKCE Math Proficiency Percentage Grade 4 Low Income		51.3%	54.2%	58.1%	59.9%	58.9%	-1.0%	68.5%	-9.6%	79.0%	89.5%	100%	100%
3	WKCE Math Proficiency Percentage Grade 4 ELL		53.2%	58.5%	61.0%	62.9%	62.3%	-0.6%	68.5%	-6.2%	79.0%	89.5%	100%	100%
3	WKCE Math Proficiency Percentage Grade 4 Special Education		45.2%	45.6%	47.8%	57.7%	46.4%	-11.3%	68.5%	-22.1%	79.0%	89.5%	100%	100%
4	WKCE Math Proficiency Percentage Grade 8	Yes	75.5%	71.8%	73.8%	78.2%	75.2%	-3.0%	68.5%	6.7%	79.0%	89.5%	100%	100%
4	WKCE Math Proficiency Percentage Grade 8 Native American		na	43.8%	66.7%	na	100.0%	na	68.5%	31.5%	79.0%	89.5%	100%	100%
4	WKCE Math Proficiency Percentage Grade 8 Asian		na	72.4%	80.7%	88.4%	84.4%	-4.0%	68.5%	15.9%	79.0%	89.5%	100%	100%
4	WKCE Math Proficiency Percentage Grade 8 African American		49.1%	46.6%	42.8%	54.4%	43.4%	-11.0%	68.5%	-25.1%	79.0%	89.5%	100%	100%
4	WKCE Math Proficiency Percentage Grade 8 Hispanic		64.1%	58.0%	60.7%	65.9%	59.4%	-6.5%	68.5%	-9.1%	79.0%	89.5%	100%	100%
4	WKCE Math Proficiency Percentage Grade 8 White		86.0%	87.1%	87.8%	89.7%	91.5%	1.8%	68.5%	23.0%	79.0%	89.5%	100%	100%
4	WKCE Math Proficiency Percentage Grade 8 Low Income		53.7%	50.0%	50.9%	62.3%	54.1%	-8.2%	68.5%	-14.4%	79.0%	89.5%	100%	100%
4	WKCE Math Proficiency Percentage Grade 8 ELL		58.3%	55.0%	51.7%	63.0%	51.2%	-11.8%	68.5%	-17.3%	79.0%	89.5%	100%	100%

**MMSD Strategic Plan
Core Measures
Baseline, Annual Benchmark, and Target Data**

WKCE Full Academic Year - District

Goal #	Performance Measure	Goal Met 2010-11?	Actuals					Change 2009-10 to 2010-11	Goals					
			2006-07	2007-08	2008-09	2009-10	2010-11		2010-11 Goal Set Last Year (for WKCE this is the ATP Goal)	% Above or Below Goal for 2009-10 * Grad Rate 2008-09	2011-12	2012-13	2013-14	2014-15
4	WKCE Math Proficiency Percentage Grade 8 Special Education		39.4%	35.8%	36.2%	43.7%	37.1%	-6.6%	68.5%	-31.4%	79.0%	89.5%	100%	100%
5	WKCE Reading Percent Above 90th State Percentile - Grade 4	No	15.1%	13.4%	13.9%	12.8%	15.7%	2.9%	17.0%	-1.3%	19.0%	21.0%	23.0%	25.0%
5	WKCE Reading Percent Above 90th State Percentile - Grade 4 - Nat Amer		14.3%	0.0%	5.6%	0.0%	9.1%	9.1%	17.0%	-7.9%	19.0%	21.0%	23.0%	25.0%
5	WKCE Reading Percent Above 90th State Percentile - Grade 4 - Asian		13.8%	13.2%	13.3%	16.9%	18.2%	1.3%	17.0%	1.2%	19.0%	21.0%	23.0%	25.0%
5	WKCE Reading Percent Above 90th State Percentile - Grade 4 - Afr Amer		2.4%	2.5%	1.4%	2.2%	2.1%	-0.1%	17.0%	-14.9%	19.0%	21.0%	23.0%	25.0%
5	WKCE Reading Percent Above 90th State Percentile - Grade 4 - Hispanic		1.6%	3.8%	2.4%	1.6%	3.0%	1.4%	17.0%	-14.0%	19.0%	21.0%	23.0%	25.0%
5	WKCE Reading Percent Above 90th State Percentile - Grade 4 - White		23.1%	22.4%	23.8%	20.3%	26.5%	6.2%	17.0%	5.5%	19.0%	21.0%	23.0%	25.0%
5	WKCE Reading Percent Above 90th State Percentile - Grade 4 - Low Inc		3.0%	2.7%	2.0%	2.5%	3.6%	1.1%	17.0%	-13.4%	19.0%	21.0%	23.0%	25.0%
5	WKCE Reading Percent Above 90th State Percentile - Grade 4 - ELL		0.4%	0.7%	1.4%	0.3%	2.2%	1.9%	17.0%	-14.8%	19.0%	21.0%	23.0%	25.0%
5	WKCE Reading Percent Above 90th State Percentile - Grade 4 - Spec Ed		5.6%	6.4%	3.5%	5.8%	5.7%	-0.1%	17.0%	-11.3%	19.0%	21.0%	23.0%	25.0%
6	WKCE Reading Percent Above 90th State Percentile - Grade 8	No	16.7%	17.3%	16.6%	17.2%	16.6%	-0.6%	18.6%	-2.0%	20.2%	21.8%	23.4%	25.0%
6	WKCE Reading Percent Above 90th State Percentile - Grade 8 - Nat Amer		0.0%	6.3%	0.0%	22.2%	7.7%	-14.5%	18.6%	-10.9%	20.2%	21.8%	23.4%	25.0%
6	WKCE Reading Percent Above 90th State Percentile - Grade 8 - Asian		14.2%	13.6%	20.1%	13.1%	17.4%	4.3%	18.6%	-1.2%	20.2%	21.8%	23.4%	25.0%
6	WKCE Reading Percent Above 90th State Percentile - Grade 8 - Afr Amer		3.5%	5.8%	3.4%	2.3%	2.5%	0.2%	18.6%	-16.1%	20.2%	21.8%	23.4%	25.0%
6	WKCE Reading Percent Above 90th State Percentile - Grade 8 - Hispanic		4.8%	2.2%	5.7%	5.0%	5.2%	0.2%	18.6%	-13.4%	20.2%	21.8%	23.4%	25.0%
6	WKCE Reading Percent Above 90th State Percentile - Grade 8 - White		24.0%	26.9%	24.0%	27.6%	25.8%	-1.8%	18.6%	7.2%	20.2%	21.8%	23.4%	25.0%
6	WKCE Reading Percent Above 90th State Percentile - Grade 8 - Low Inc		3.7%	2.6%	2.8%	4.3%	3.1%	-1.2%	18.6%	-15.5%	20.2%	21.8%	23.4%	25.0%
6	WKCE Reading Percent Above 90th State Percentile - Grade 8 - ELL		2.6%	2.4%	0.4%	0.0%	0.0%	0.0%	18.6%	-18.6%	20.2%	21.8%	23.4%	25.0%
6	WKCE Reading Percent Above 90th State Percentile - Grade 8 - Spec Ed		3.7%	2.9%	2.9%	5.0%	2.5%	-2.5%	18.6%	-16.1%	20.2%	21.8%	23.4%	25.0%
7	WKCE Math Percent Above 90th State Percentile - Grade 4	No	17.8%	15.1%	12.4%	15.6%	16.0%	0.4%	18.6%	-2.6%	20.2%	21.8%	23.4%	25.0%
7	WKCE Math Percent Above 90th State Percentile - Grade 4 - Nat Amer		14.3%	14.3%	11.1%	9.1%	0.0%	-9.1%	18.6%	-18.6%	20.2%	21.8%	23.4%	25.0%
7	WKCE Math Percent Above 90th State Percentile - Grade 4 - Asian		21.2%	23.8%	15.8%	23.4%	20.3%	-3.1%	18.6%	1.7%	20.2%	21.8%	23.4%	25.0%
7	WKCE Math Percent Above 90th State Percentile - Grade 4 - Afr Amer		2.1%	1.5%	1.4%	2.4%	2.6%	0.2%	18.6%	-18.0%	20.2%	21.8%	23.4%	25.0%
7	WKCE Math Percent Above 90th State Percentile - Grade 4 - Hispanic		3.2%	4.6%	4.4%	2.9%	2.7%	-0.2%	18.6%	-15.9%	20.2%	21.8%	23.4%	25.0%
7	WKCE Math Percent Above 90th State Percentile - Grade 4 - White		26.2%	23.8%	19.5%	23.7%	26.6%	2.9%	18.6%	8.0%	20.2%	21.8%	23.4%	25.0%
7	WKCE Math Percent Above 90th State Percentile - Grade 4 - Low Inc		3.2%	4.0%	2.1%	3.3%	3.5%	0.2%	18.6%	-15.1%	20.2%	21.8%	23.4%	25.0%
7	WKCE Math Percent Above 90th State Percentile - Grade 4 - ELL		2.3%	2.5%	1.8%	3.3%	4.6%	1.3%	18.6%	-14.0%	20.2%	21.8%	23.4%	25.0%
7	WKCE Math Percent Above 90th State Percentile - Grade 4 - Spec Ed		6.6%	7.0%	6.2%	6.6%	6.9%	0.3%	18.6%	-11.7%	20.2%	21.8%	23.4%	25.0%
8	WKCE Math Percent Above 90th State Percentile - Grade 8	No	16.6%	15.2%	15.7%	15.1%	15.9%	0.8%	18.6%	-2.7%	20.2%	21.8%	23.4%	25.0%
8	WKCE Math Percent Above 90th State Percentile - Grade 8 - Nat Amer		0.0%	6.3%	0.0%	11.1%	15.4%	4.3%	18.6%	-9.2%	20.2%	21.8%	23.4%	25.0%
8	WKCE Math Percent Above 90th State Percentile - Grade 8 - Asian		23.3%	23.4%	33.1%	20.0%	21.3%	1.3%	18.6%	2.7%	20.2%	21.8%	23.4%	25.0%
8	WKCE Math Percent Above 90th State Percentile - Grade 8 - Afr Amer		2.5%	3.6%	2.4%	1.5%	2.6%	1.1%	18.6%	-16.0%	20.2%	21.8%	23.4%	25.0%
8	WKCE Math Percent Above 90th State Percentile - Grade 8 - Hispanic		4.2%	1.7%	2.4%	2.8%	7.1%	4.3%	18.6%	-11.5%	20.2%	21.8%	23.4%	25.0%
8	WKCE Math Percent Above 90th State Percentile - Grade 8 - White		22.8%	22.1%	21.0%	23.5%	22.9%	-0.6%	18.6%	4.5%	20.2%	21.8%	23.4%	25.0%
8	WKCE Math Percent Above 90th State Percentile - Grade 8 - Low Inc		3.9%	2.4%	2.7%	4.0%	3.9%	-0.1%	18.6%	-14.7%	20.2%	21.8%	23.4%	25.0%

**MMSD Strategic Plan
Core Measures
Baseline, Annual Benchmark, and Target Data**

WKCE Full Academic Year - District

Goal #	Performance Measure	Goal Met 2010-11?	Actuals					Change 2009-10 to 2010-11	Goals					
			2006-07	2007-08	2008-09	2009-10	2010-11		2010-11 Goal Set Last Year (for WKCE this is the AYP Goal)	% Above or Below Goal for 2009-10 * Grad Rate 2008-09	2011-12	2012-13	2013-14	2014-15
8	WKCE Math Percent Above 90th State Percentile - Grade 8 - ELL		2.1%	3.9%	0.9%	1.3%	2.3%	1.0%	18.6%	-16.3%	20.2%	21.8%	23.4%	25.0%
8	WKCE Math Percent Above 90th State Percentile - Grade 8 - Spec Ed		3.7%	2.9%	1.8%	4.2%	1.8%	-2.4%	18.6%	-16.8%	20.2%	21.8%	23.4%	25.0%

(.

(

(

**The Madison Metropolitan School District
Value-Added Model**

Value-Added Research Center

August 29, 2011

Overview of Value Added Results in Madison

Value added is the use of statistical technique to isolate the contributions of schools to measured student knowledge from other influences such as prior student knowledge and demographics. In practice, value added focuses on the improvement of students from one year to the next on an annual state examination or other periodic assessment. The Value-Added Research Center (VARC) of the Wisconsin Center for Education Research produces value-added measures for schools in Madison using the Wisconsin Knowledge and Concepts Examination (WKCE) as an outcome. The model controls for prior-year WKCE scores, gender, ethnicity, disability, English language learner, low-income status, parent education, and full academic year enrollment to capture the effects of schools on student performance on the WKCE. This model yields measures of student growth in schools in Madison relative to each other. VARC also produces value-added measures using the entire state of Wisconsin as a data set, which yields measures of student growth in Madison Metropolitan School District (MMSD) relative to the rest of the state.

Some of the most notable results are:

1. Value added for the entire district of Madison relative to the rest of the state is generally positive, but it differs by subject and grade. In both 2008-09 and 2009-10, and in both math and reading, the value added of Madison Metropolitan School District was positive in more grades than it was negative, and the average value added across grades was positive in both subjects in both years. There are variations across grades and subjects, however. In grade 4, value-added is significantly positive in both years in reading and significantly negative in both years in math. In contrast, value-added in math is significantly positive--to a very substantial extent--in grade 7. Some of these variations may be the result of the extent to which instruction in those grades facilitate student learning on tested material relative to non-tested material. Overall, between November 2009 and November 2010, value-added for MMSD as a whole relative to the state was very slightly above average in math and substantially above average in reading. The section "Results from the Wisconsin Value-Added Model" present these results in detail.

2. The variance of value added across schools is generally smaller in Madison than in the state of Wisconsin as a whole, specifically in math. In other words, at least in terms of what is measured by value added, the extent to which schools differ from each other in Madison is smaller than the extent to which schools differ from each other elsewhere in Wisconsin. This appears to be more strongly the case in the middle school grades than in the elementary grades. Some of this result may be an artifact of schools in Madison being relatively large; when schools are large, they encompass more classrooms per grade, leading to more across-classroom variance being within-school rather than across-school. More of this result may be that while the variance across schools in Madison is entirely within one district, the variance across schools for the rest of the state is across many districts, and so differences in district policies will likely generate more variance across the entire state. The section "Results from the Wisconsin Value-Added Model" present results on the variance of value added from the statewide value-added model. This result is also evident in the charts in the "School Value-Added Charts from the MMSD Value-Added Model" section: one can see that the majority of schools' confidence intervals cross

the district average, which means that we cannot reject the hypothesis that these schools' values added are not different from the district average.

Even with a relatively small variance across schools in the district in general, several individual schools have values added that are statistically significantly greater or less than the district average. At the elementary level, both Lake View and Randall have values added in both reading and math that are significantly greater than the district average. In math, Marquette, Nuestro Mundo, Shorewood Hills, and Van Hise also have values added that are significantly greater than the district average. Values added are lower than the district average in math at Crestwood, Hawthorne, Kennedy, and Stephens, and in reading at Allis. At the middle school level, value added in reading is greater than the district average at Toki and lower than the district average at Black Hawk and Sennett. Value added in math is lower than the district average at Toki and Whitehorse.

3. Gaps in student improvement persist across subgroups of students. The value-added model measures gaps in student growth over time by race, gender, English language learner, and several other subgroups. The gaps are overall gaps, *not* gaps relative to the rest of the state. These gaps are especially informative because they are partial coefficients. These measure the black/white, ELL/non-ELL, or high-school/college-graduate-parent gaps, controlling for all variables available, including both demographic variables and schools attended. If one wanted to measure the combined effect of being both ELL and Hispanic relative to non-ELL and white, one would add the ELL/non-ELL gap to the Hispanic/white gap to find the combined effect. The gaps are within-school gaps, based on comparison of students in different subgroups who are in the same schools; consequently, these gaps do not include any effects of students of different subgroups sorting into different schools, and reflect within-school differences only. There does not appear to be an evident trend over time in gaps by race, low-income status, and parent education measured by the value-added model. The section "Coefficients from the MMSD Value-Added Model" present these results.

4. The gap in student improvement by English language learner, race, or low-income status usually does not differ substantively across schools; that between students with disabilities and students without disabilities sometimes does differ across schools. This can be seen in the subgroup value-added results across schools, which appear in the Appendix. There are some schools where value-added for students with disabilities differs substantively from overall value-added. Some of these differences may be due to differences in the composition of students with disabilities across schools, although the model already controls for overall differences between students with learning disabilities, students with speech disabilities, and students with all other disabilities. In contrast, value-added for black, Hispanic, ELL, or economically disadvantaged students is usually very close to overall value added.

Value added for students with disabilities is greater than the school's overall value added in math at Falk and Whitehorse and in reading at Marquette; it is lower than the school's overall value added in math at O'Keefe and Sennett and in reading at Allis, Schenk, and Thoreau. Value added in math for Hispanic students is lower than the school's overall value added at Lincoln, and greater than the school's overall value added at Nuestro Mundo. Value added in math is also higher for ELL and low-income students than it is for the school overall at Nuestro Mundo.

Results from the Wisconsin Value-Added Model

The Value-Added Research Center (VARC) not only produces results for Madison Metropolitan School District (MMSD) using a model specific to the district, but also for the state of Wisconsin as a whole using a model for the entire state. The two models are different in several aspects.

The most conspicuous difference between the two models is in the benchmark for comparison. In the district model, the value-added results are benchmarked to the district average, so that the value added of MMSD itself is set to zero. In the state model, in contrast, the value-added results are benchmarked to the state average. As a result, MMSD has a value added measure that is equal to the average growth of students in MMSD relative to the average growth of observably similar students across the entire state. A positive value added means that students in MMSD are growing faster than similar students across the entire state, while a negative value added means that students in MMSD are growing more slowly. The state model, unlike the district model, can provide context to make comparisons between MMSD and the rest of the state.

A second important difference between the two models is that the model for MMSD is parameterized differently from that for the state. Since there is a wider range of data available for MMSD than there is for the entire state, it is possible to include variables in the MMSD model that are not included in the state model, such as parents' education or language spoken at home. However, even if the variables were the same in the MMSD and state models, the results yielded would still be slightly different. This is because the controls for the different variables included in the model--the previous year's test scores, demographics, etc.--are determined by analyzing the relationship between those variables and the current year's test score. Those relationships will be different statewide than they are within MMSD; as a result, while the controls for the state model are fitted for the entire state, those for the MMSD model will be fitted specifically to MMSD.

The table below presents the district-level value added of MMSD as a whole in the state value-added model. Unlike the results from the MMSD value-added model, which are presented as a two-year moving average, separate results are presented for both 2008-09 and 2009-10. Like the other value-added results, the value-added measure is equal to the average growth of students on the WKCE in MMSD, in this case relative to observably similar students across the rest of the state. For example, in 2009-10, value added for MMSD for third grade was 0.89. This means that students in MMSD gained, on average, 0.89 more points on the WKCE from third grade in November 2009 to fourth grade in November 2010 than observably similar students did across the entire state of Wisconsin. Note that the standard error on this value-added measure is 0.52. In general, a value-added measure is statistically significant if it is at least two standard deviations greater than or less than zero. Since 0.89 is not greater than two times 0.52, or 1.04, then this value-added result is not statistically significant. This means that we cannot reject with 95 percent confidence that third-grade value added for MMSD was zero. (In contrast, third-grade reading value added in 2009-10, which was 1.31, is greater than two times its standard deviation of 0.55, or 1.10. In this case, third-grade reading value-added is statistically significant, and we *can* reject with 95 percent confidence that value-added for MMSD was zero.)

Overall value added, MMSD, from state VA model

	Nov. 2009-Nov. 2010		Nov. 2008-Nov. 2009	
	VA	Std. Err.	VA	Std. Err.
Math				
Grade 3	0.89	(0.52)	1.07	(0.60)
Grade 4	-2.72	(0.62)	-1.82	(0.71)
Grade 5	-3.91	(0.57)	-0.44	(0.60)
Grade 6	3.60	(0.48)	0.65	(0.52)
Grade 7	3.28	(0.58)	3.63	(0.59)
Reading				
Grade 3	1.31	(0.55)	0.34	(0.69)
Grade 4	2.59	(0.51)	3.89	(0.64)
Grade 5	-0.42	(0.52)	-1.47	(0.68)
Grade 6	4.64	(0.56)	2.78	(0.50)
Grade 7	-1.07	(0.58)	0.71	(0.46)

Another statistic of note from the state value-added model is the standard deviation of school-level value added within the district. This is a measure of the extent to which value added differs from school to school; a high standard deviation means that schools differ substantially from each other, while a low standard deviation means that schools do not differ by much in terms of value added. In general, the standard deviation of value-added in Madison is low compared to that across the rest of the state, although only by a relatively small margin in reading in 2009-10. It is important to note, however, that there are two aspects of this issue that might make the variance in Madison relative to the state as a whole seem smaller than it is. First, schools in Madison are relatively large, so that each grade contains more classrooms; as a result, more of the across-classroom variance is within-school rather than across-school. Second, while Madison is entirely one district, the state of Wisconsin spans multiple districts, so the variance of value added across the state of Wisconsin will include variance in policies across districts.

Standard deviation of value added, MMSD, from state VA model

	Nov. 2009-Nov. 2010		Nov. 2008-Nov. 2009	
	MMSD	State	MMSD	State
Math				
Grade 3	4.75	6.86	3.77	5.80
Grade 4	8.29	8.61	5.81	7.45
Grade 5	6.74	7.61	4.56	6.28
Grade 6	2.25	4.54	4.35	5.06
Grade 7	3.73	5.60	4.59	5.42
Reading				
Grade 3	5.68	4.93	6.20	5.14
Grade 4	4.74	4.90	1.79	5.15
Grade 5	4.70	4.93	3.11	4.91
Grade 6	3.72	4.04	2.44	4.49
Grade 7	3.38	4.13	1.93	4.54

Distribution of Value Added in MMSD from the Wisconsin Value Added Model

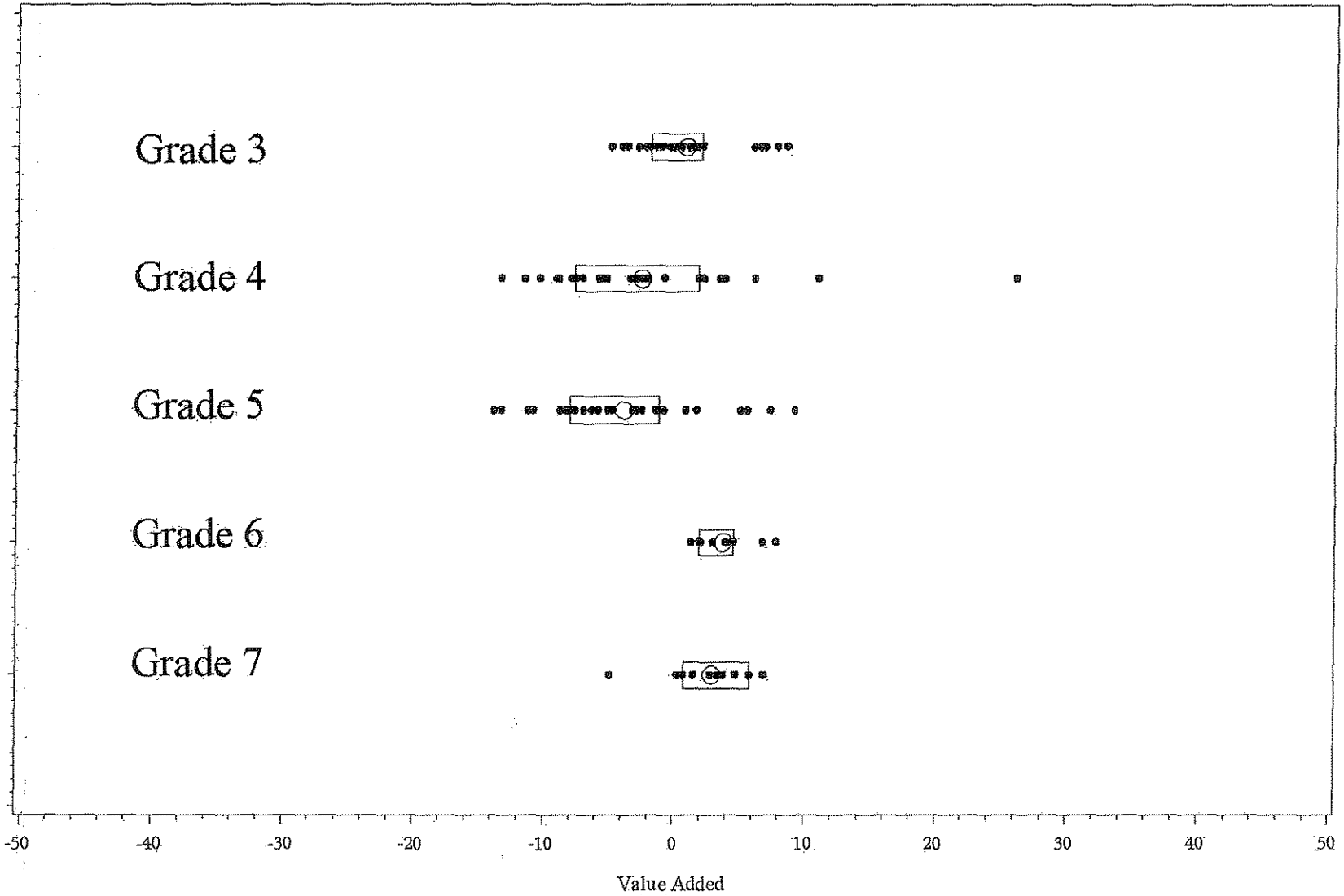
The following pages present graphs of value added from the value-added model for the state of Wisconsin. There are graphs for math and reading, for both Madison and for the state of Wisconsin excluding Milwaukee and Madison.

The first graph plots math value-added from the state value-added model at the grade level for MMSD. Each dot represents a single school in MMSD. There are five ranges of dots, corresponding to each of the grades between grade 3 and grade 7. At the center of each range is a box; the width of this box is equal to the range between the 25th percentile and the 75th percentile in Madison. The range of dots presents one measure of the variance of value-added in MMSD, from the lowest value-added school to the highest value-added school. The width of the box presents another measure of variance of value-added, from the 25th percentile to the 75th percentile. At the absolute center of each range is a circle, which is equal to the average value-added in Madison.

The second graph plots math value-added from the state value-added model at the grade level for the state of Wisconsin, excluding Madison and Milwaukee. These plots can be interpreted in the same way as the plots for Madison, except that each dot represents a single school in Wisconsin outside of Madison and Milwaukee, and the width of each box is the range between the 25th and 75th percentile across schools in Wisconsin outside of Madison and Milwaukee. One can compare the average value-added in Madison with that of the rest of the state by comparing the circles in the Madison chart to their analogues in the chart for the rest of the state. Similarly, one can compare the variance or "spread" of value-added in Madison with that of the rest of the state by comparing the width of the range of dots (from minimum to maximum) or the width of the box (from the 25th to the 75th percentile) between the charts in Madison and the charts for the rest of the state. Interestingly, much of the tighter variance in Madison relative to the rest of the state seems to exist outside the 25th to 75th percentiles rather than within; while the boxes often appear to be of comparable size between Madison and the rest of the state, the overall range for the rest of the state typically appears much wider.

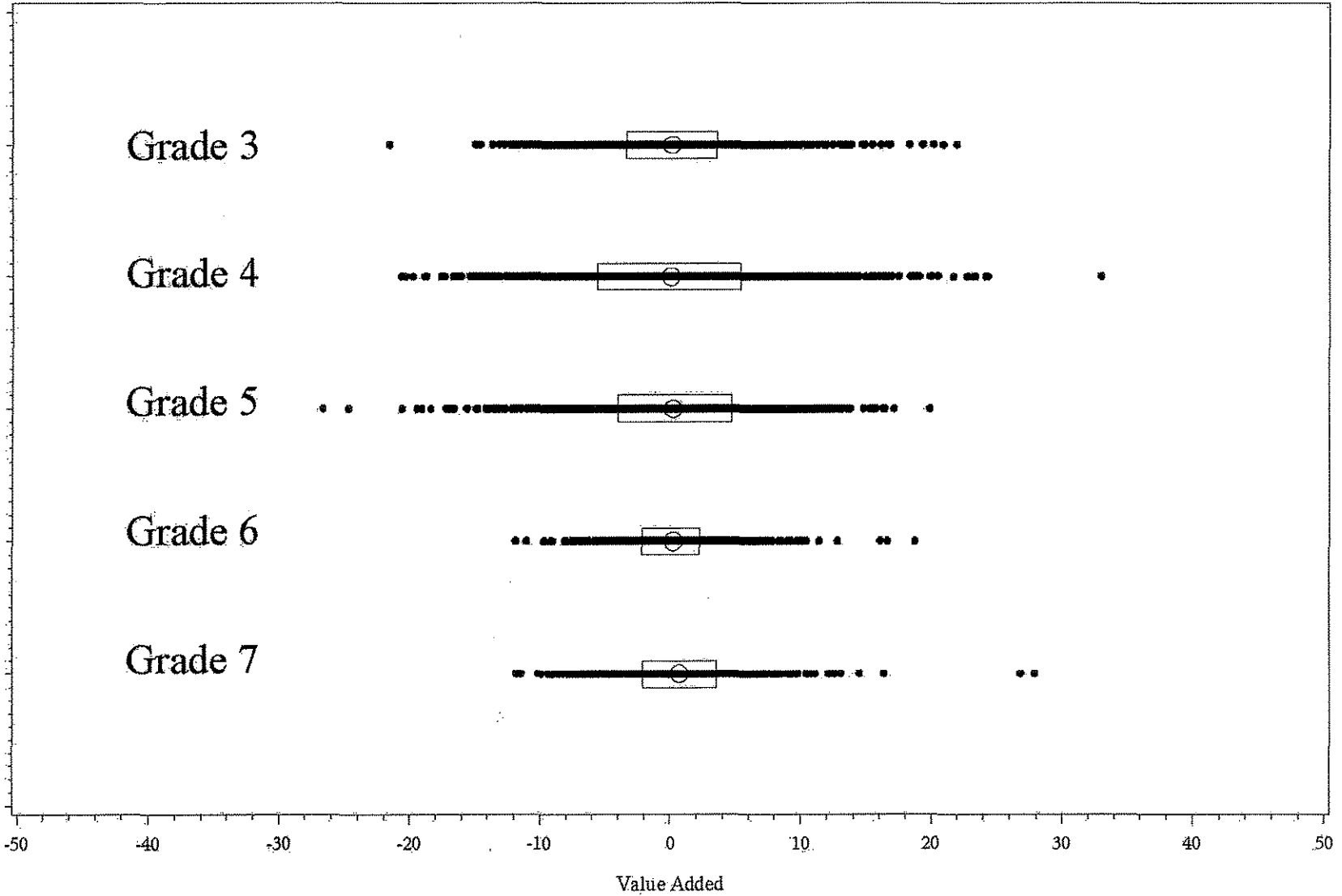
The third and fourth graphs present analogous graphs for reading at the grade level. The fifth and sixth grades present graphs for the school level.

VA in MMSD by school vs. state average, math



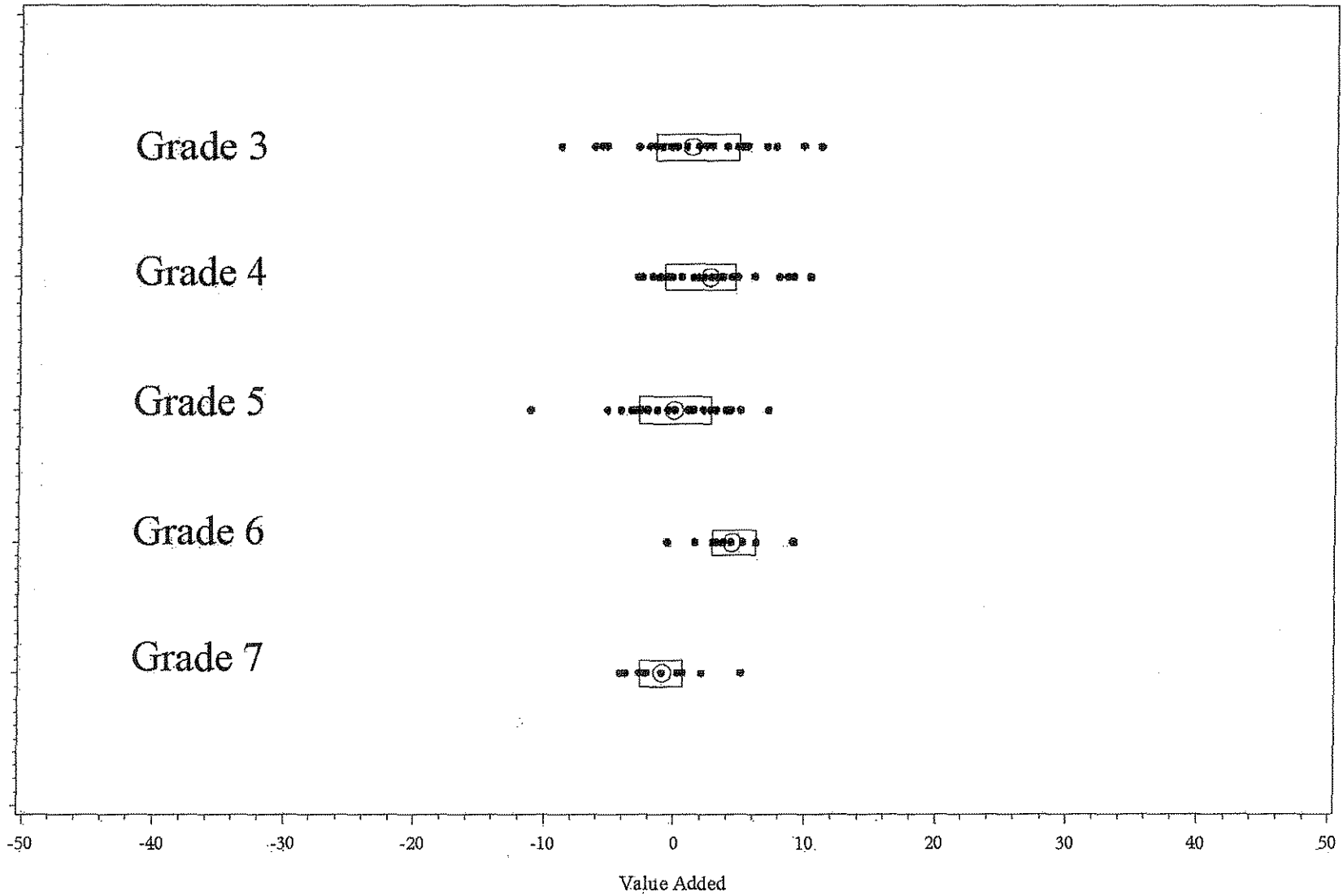
P143

VA in rest of WI (excl. MPS) by school vs. state average, math



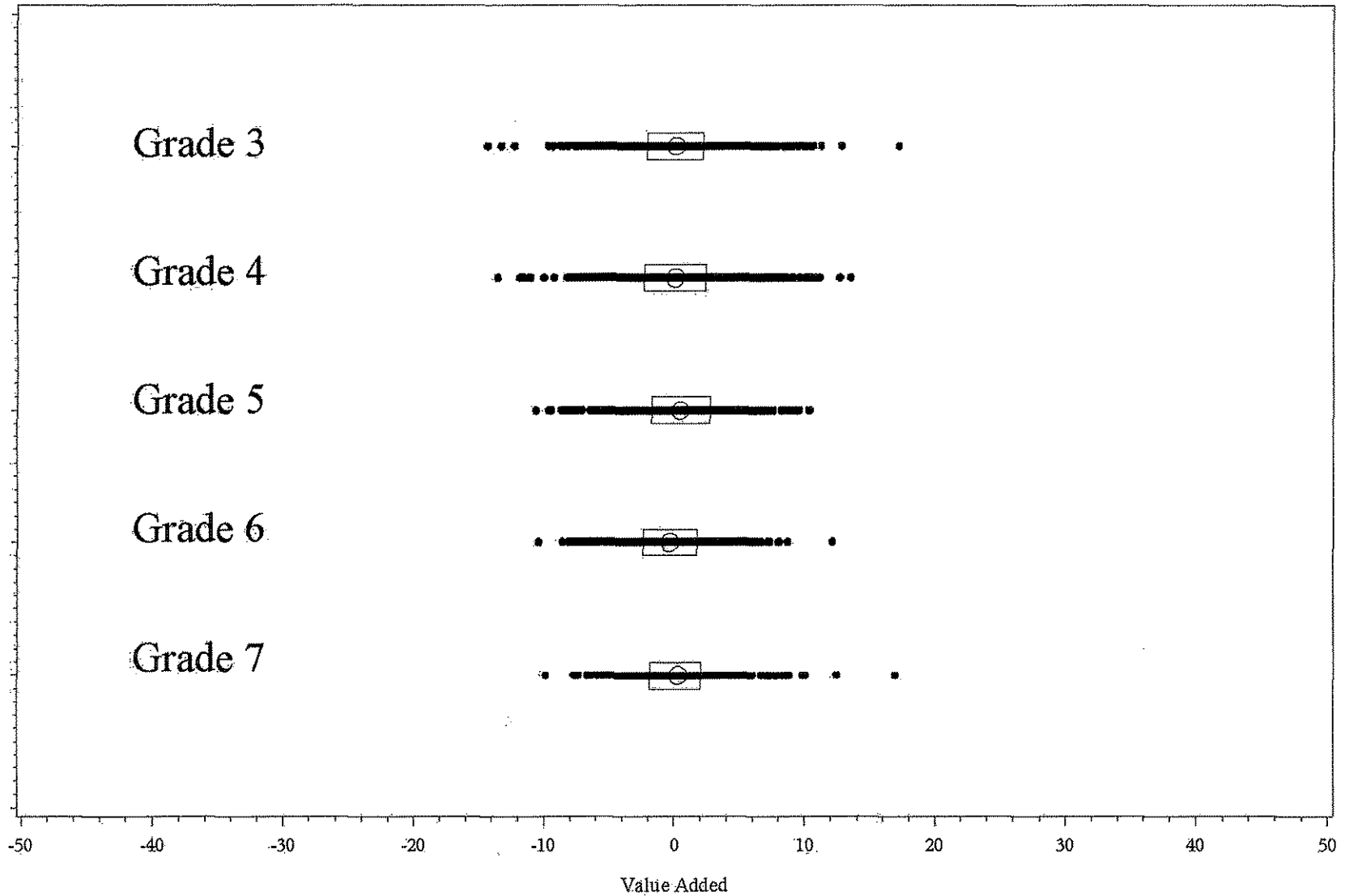
P144

VA in MMSD by school vs. state average, reading



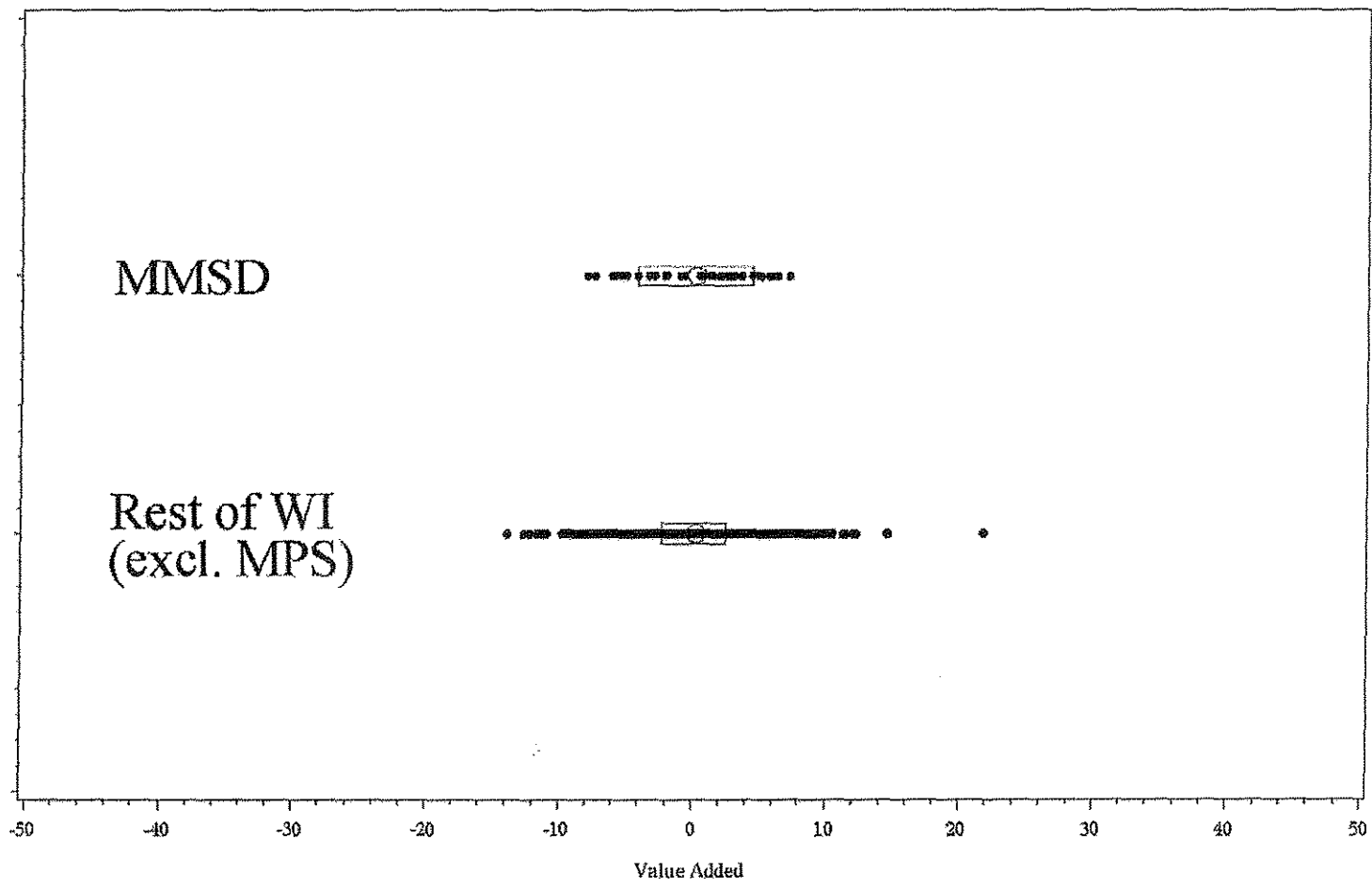
P145

VA in rest of WI (excl. MPS) by school vs. state average, reading



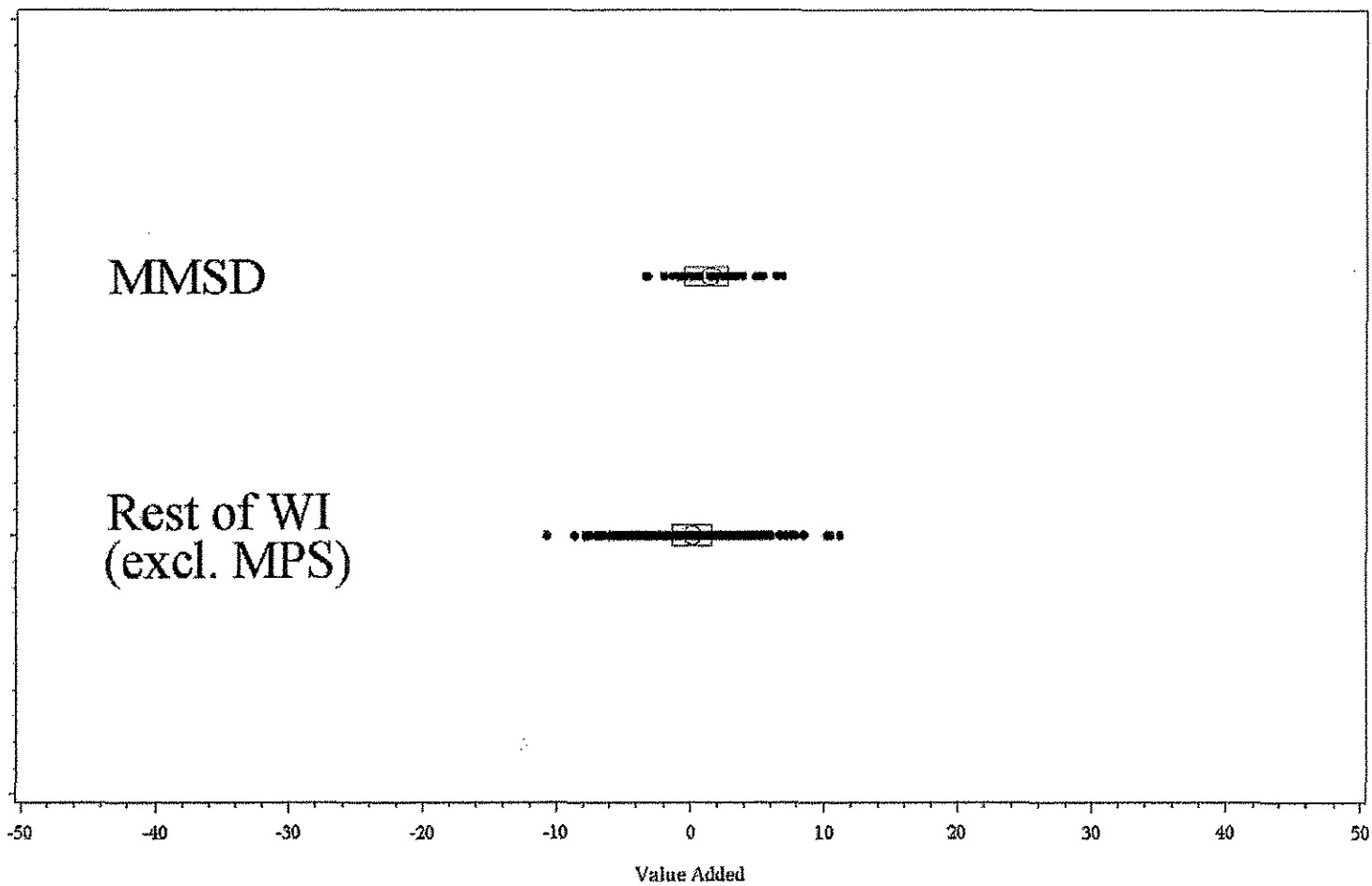
P146

VA at school level vs. state average, math



P147

VA at school level vs. state average, reading



P148

Quadrant Charts for MMSD from the Wisconsin Value-Added Model

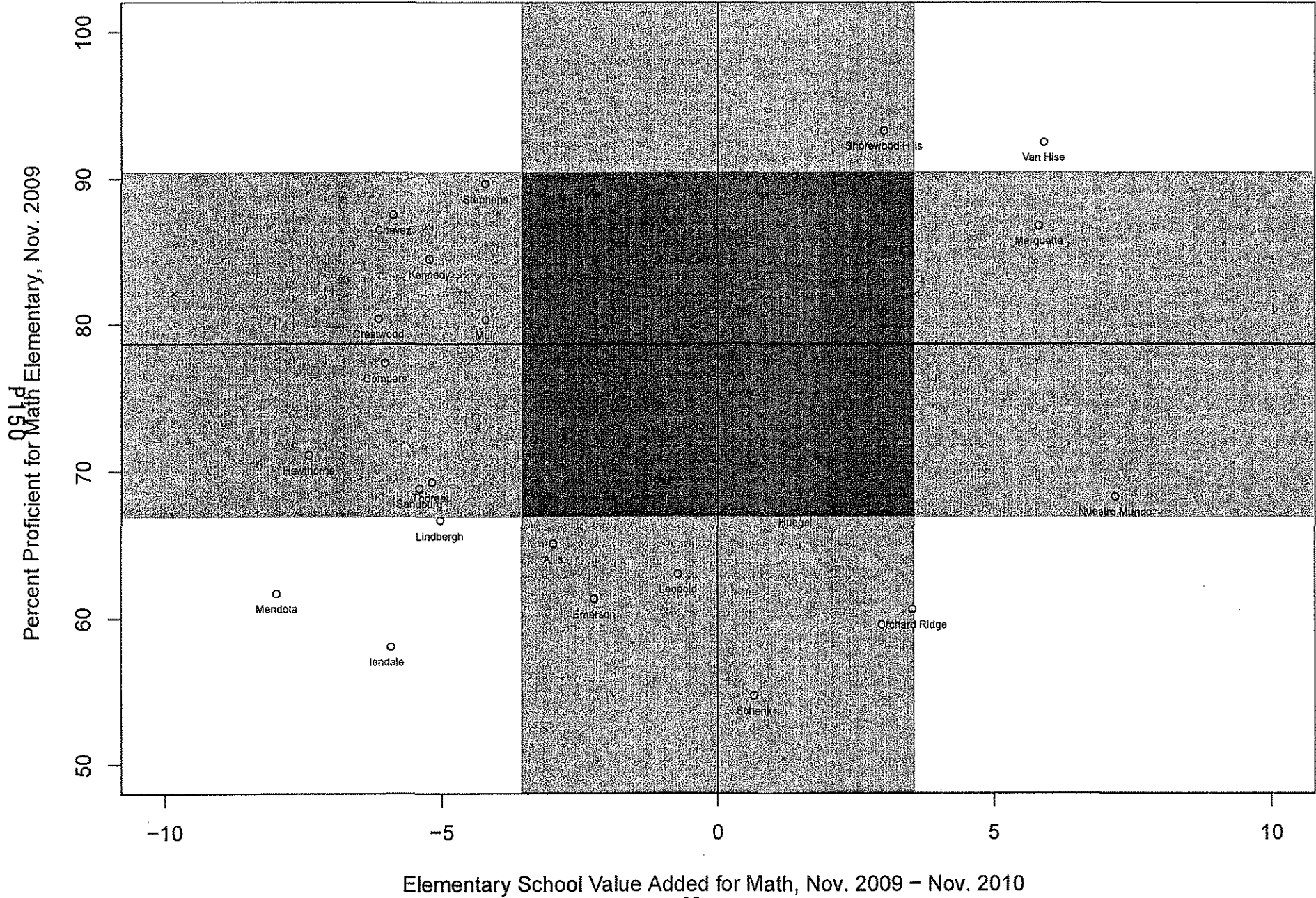
The following tables are quadrant charts that present value added and proficiency rates for individual schools in Madison from the Wisconsin state value-added model. A quadrant chart is useful because it presents a measure of proficiency (which measures student knowledge at a given point in time, in this case November 2009) alongside a measure of growth (which measures student improvement from one point in time to the next, in this case from November 2009 to November 2010).

The horizontal axis of the quadrant charts is value-added, measured from the Wisconsin value-added model. The center of the horizontal axis is set to zero, which is the average value-added for the entire state of Wisconsin. With the state rather than the district average value-added set to zero, it is possible for Madison schools, as a group, to have a value added that is greater than or less than zero. Extending to the left and right of zero is a gray area, representing a range of one standard deviation below the state average and one standard deviation above the state average for value added. This gray area represents approximately the middle two thirds of value added for the state of Wisconsin; areas to the right of the gray area correspond approximately to the top sixth of value added, while areas to the left of the gray area correspond approximately to the lowest sixth of value added.

The vertical axis is analogous to the horizontal axis, except that it measures the proficiency rate rather than value added. At the center of the vertical axis is the average proficiency rate for the entire state of Wisconsin in November 2009, which is 79% in math and 83% in reading. Extending up and down from zero is another gray area, representing a range of one standard deviation above the state average and one standard deviation below the state average in proficiency. This gray area should include approximately the middle two-thirds of schools in Wisconsin by proficiency rate; about one-sixth will be below the gray area and about one-sixth will be above it.

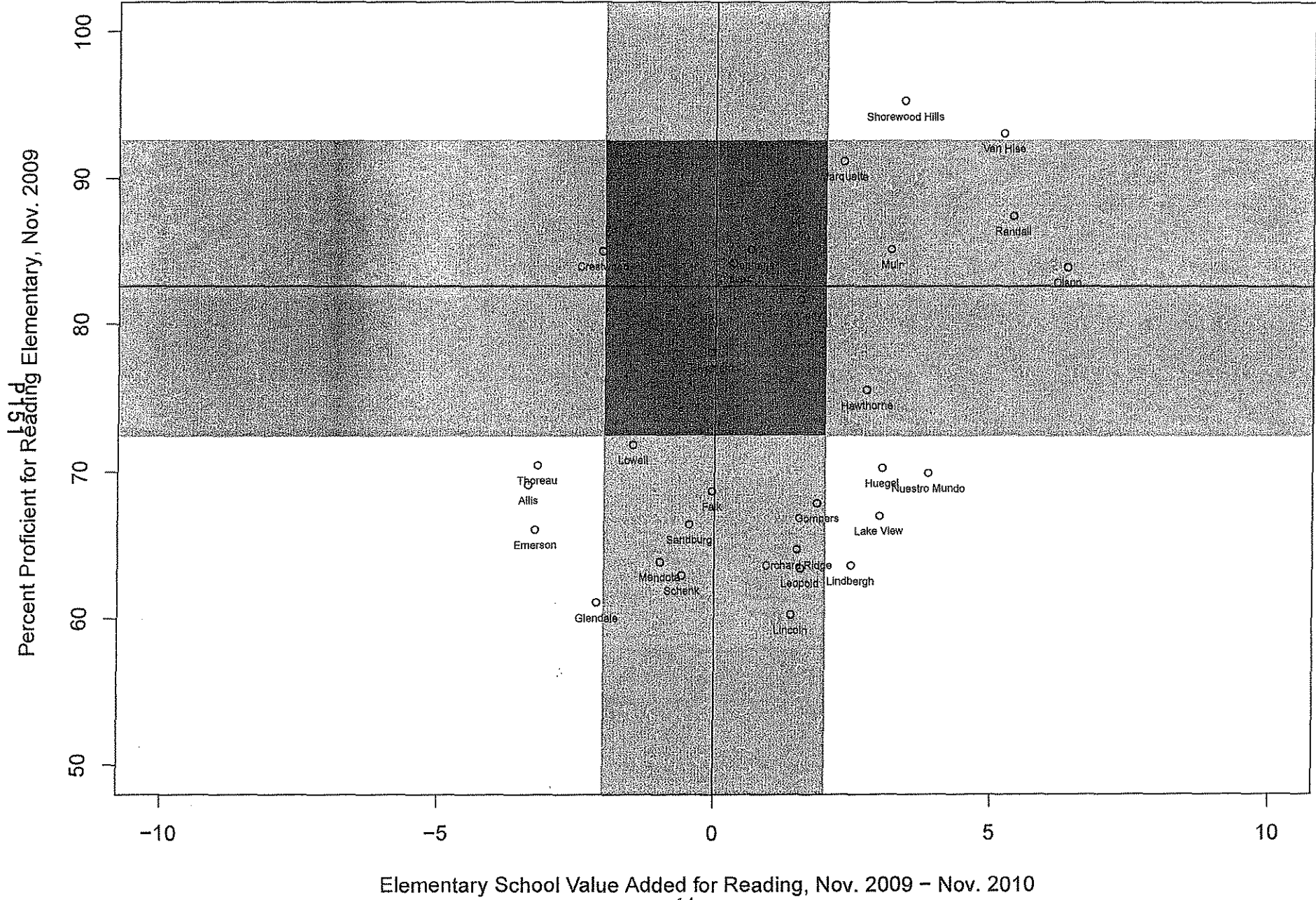
It is important to note that the school value-added results from the Wisconsin model cover a shorter span of time than the MMSD model, and may be different from the results in the MMSD model. The results from the Wisconsin model cover one year of growth: that from November 2009 to November 2010. In contrast, the results from the MMSD model average two years of growth: the year from November 2009 to November 2010, as well as the previous growth year from November 2008 to November 2009. Since the MMSD model covers an extra growth year, the one-year results from the Wisconsin model presented in the following quadrant graphs will be different from the two-year results from the MMSD model presented later in the report.

Quadrant Table from the State VA Model Elementary School Math, MMSD Schools vs. State Average



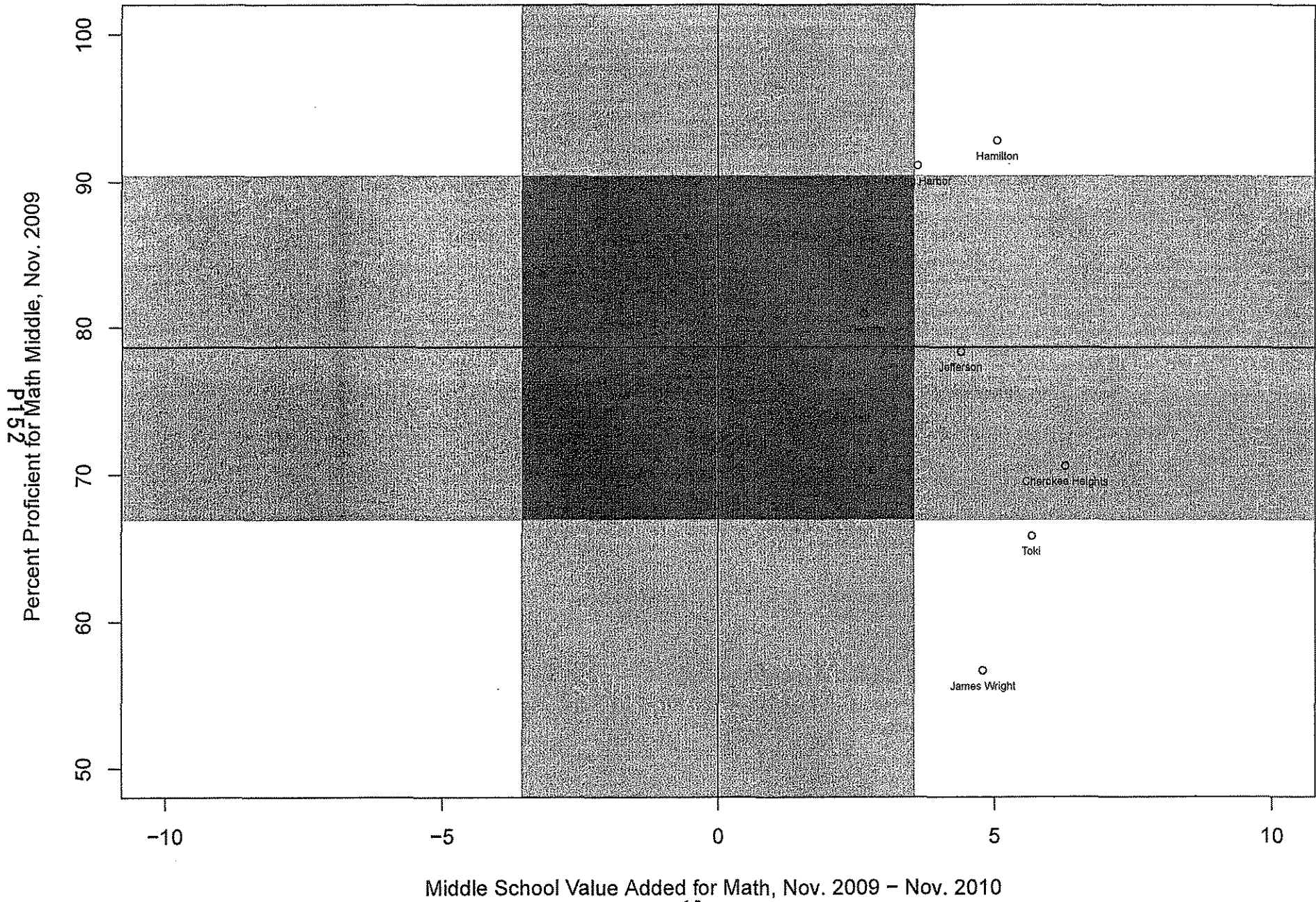
Quadrant Table from the State VA Model

Elementary School Reading, MMSD Schools vs. State Average



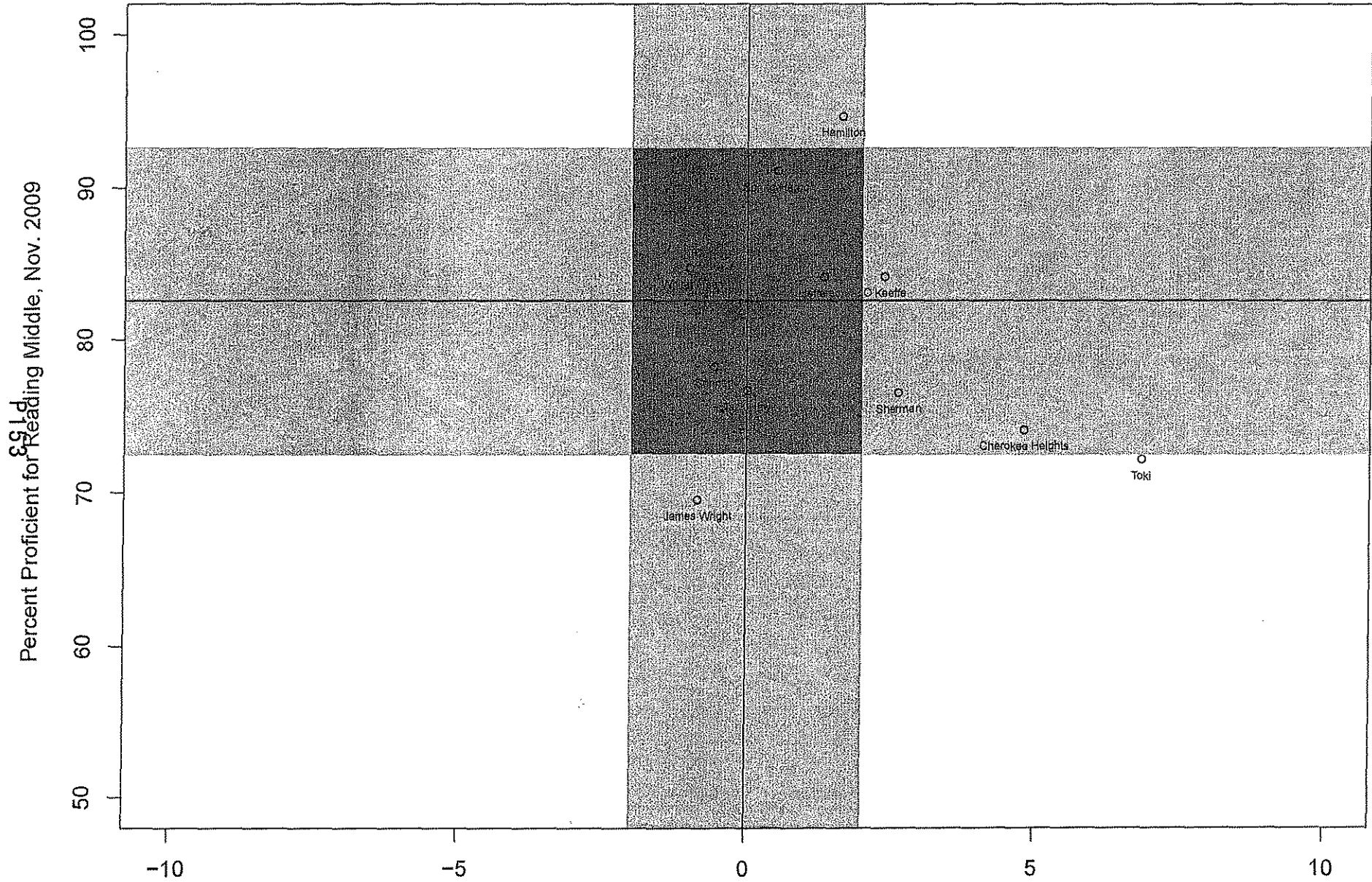
Quadrant Table from the State VA Model

Middle School Math, MMSD Schools vs. State Average



Quadrant Table from the State VA Model

Middle School Reading, MMSD Schools vs. State Average



Middle School Value Added for Reading, Nov. 2009 - Nov. 2010

School Value-Added Charts from the MMSD Value-Added Model

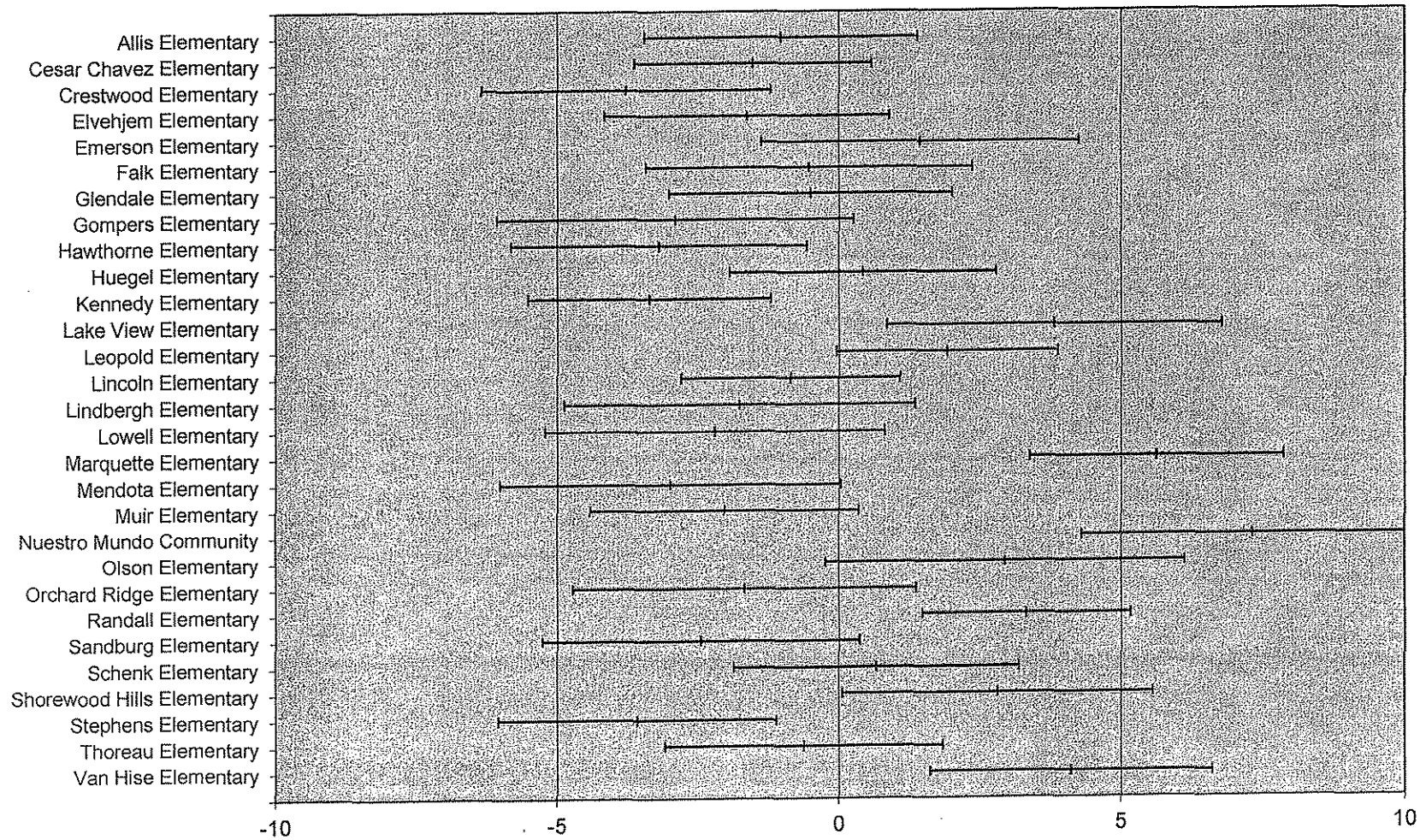
The charts on the following pages present school-level value added for schools in Madison Metropolitan School District (MMSD) over the period between November 2008 to November 2010. These results use the model for MMSD: the benchmark is the district average, which is set to zero. There are four charts: one for elementary-school math, one for elementary-school reading, one for middle-school math, and one for middle-school reading.

Each chart has a set of bars, with each bar corresponding to a school in MMSD. There are 29 bars in the charts of elementary-school value added (with each bar corresponding to a school that serves grade three, four, or five), and 11 bars in the charts of middle-school value added (with each bar corresponding to a school that serves grade six or seven). At the center of each bar is the best estimate of that school's value added. For example, consider a school with a bar that stretches from -1 to +3, with a center point at +1. This means that our best estimate of that school's value added is +1. Students at that school gained 1 point more on the WKCE than observationally similar students across the district from one year to the next. This includes students who were at the school either from November 2008 to November 2009 or from November 2009 to November 2010; the extra point is gained over the course of a single year, either the earlier or the later November-to-November interval.

Extending to the left and right of that center point is a 95 percent confidence range of value added. We present a confidence range because value added is based on a finite number of students, which opens up the possibility of randomness: students at a school may be growing more quickly because of something happening at the school, or it could simply be that the school had a fast-growing or slow-growing group of students by chance. We can rule out with 95 percent confidence that the school's value added is outside the bar. In the case of a bar that stretches from -1 to +3, we can be 95 percent confident that the school's value added is not lower than -1, nor is it greater than +3. When the bar is entirely to the right of zero, we often say that value added is positive and *statistically significant*: that students at the school grew more quickly than the district average, to an extent that is unlikely to be attributable to randomness or chance. Similarly, when the bar is entirely to the left of zero, we often say that value added is negative and statistically significant: that students at the school grew more slowly than the district average, to an extent that is unlikely to be attributable to chance.

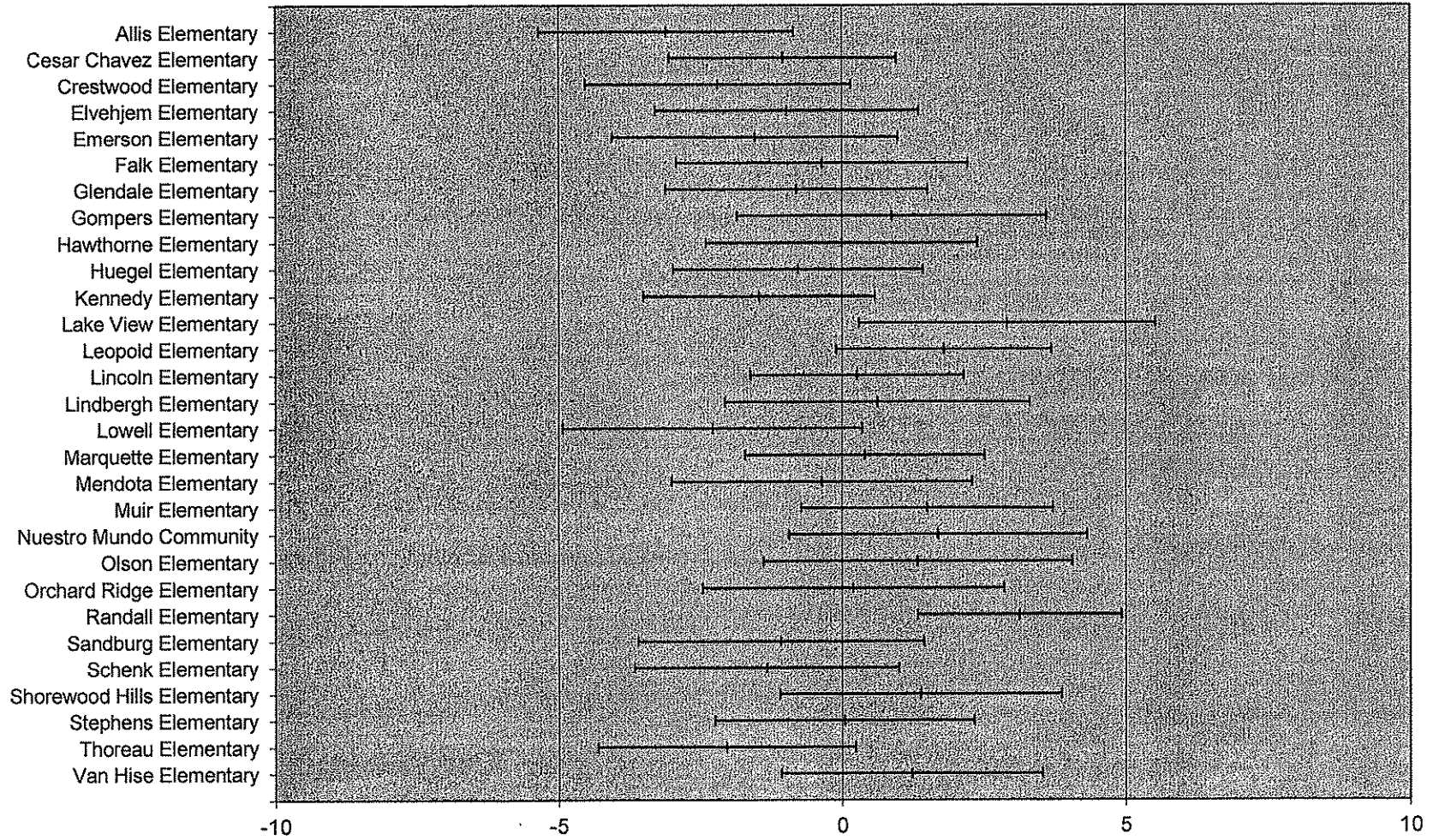
It is important to note that the school value-added results from the MMSD model cover a longer span of time than the Wisconsin model, and may be different from the results in the Wisconsin model. The results from the Wisconsin model cover one year of growth: that from November 2009 to November 2010. In contrast, the results from the MMSD model average two years of growth: the year from November 2009 to November 2010, as well as the previous growth year from November 2008 to November 2009. Since the MMSD model covers an extra growth year, the two-year results from the MMSD model presented in the following charts will be different from the one-year results from the Wisconsin model presented earlier in the report.

Math Value Added vs. District Average, Elementary Schools, Nov. 2008-Nov. 2010



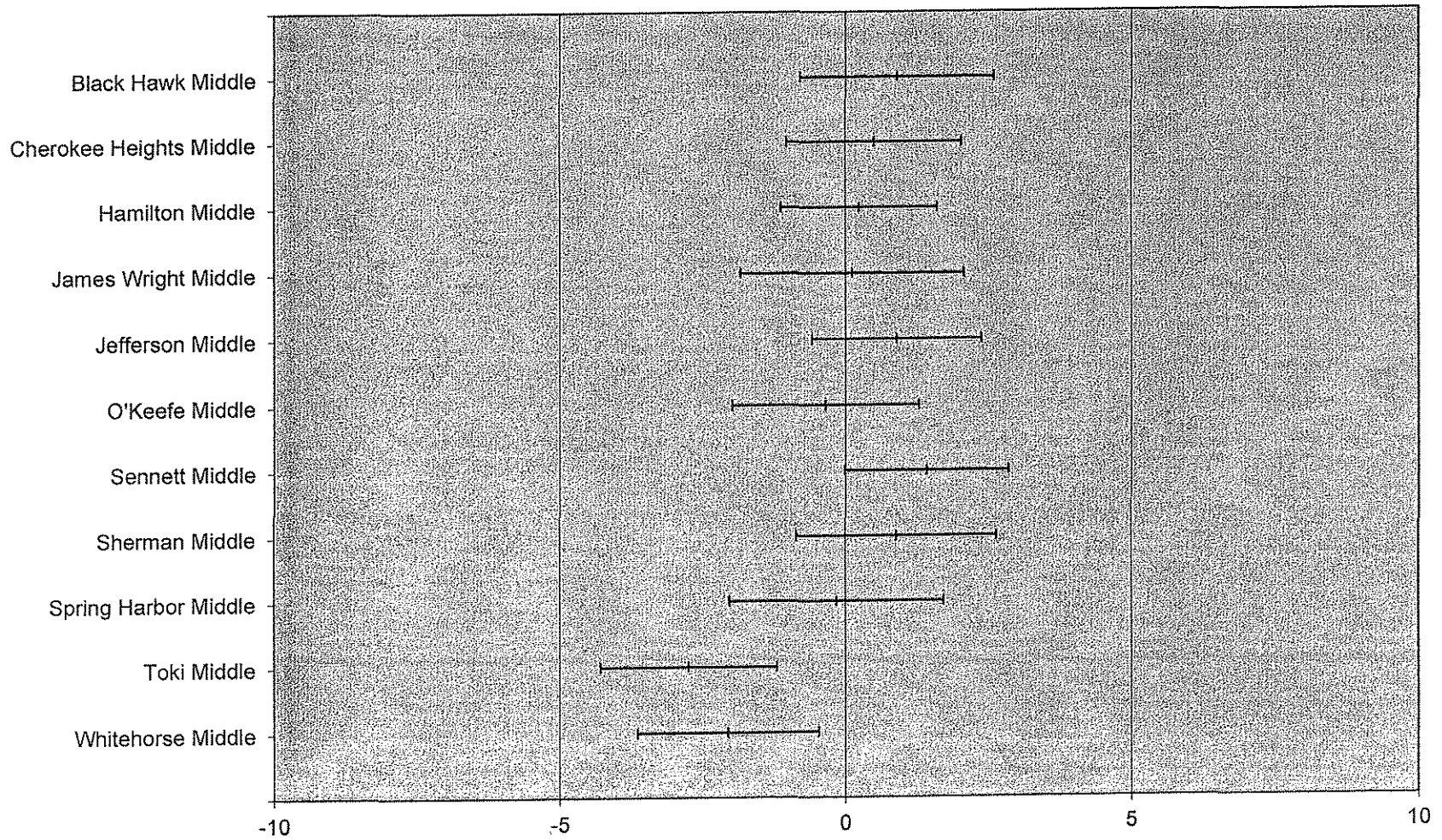
P155

Reading Value Added vs. District Average, Elementary Schools, Nov. 2008-Nov. 2010



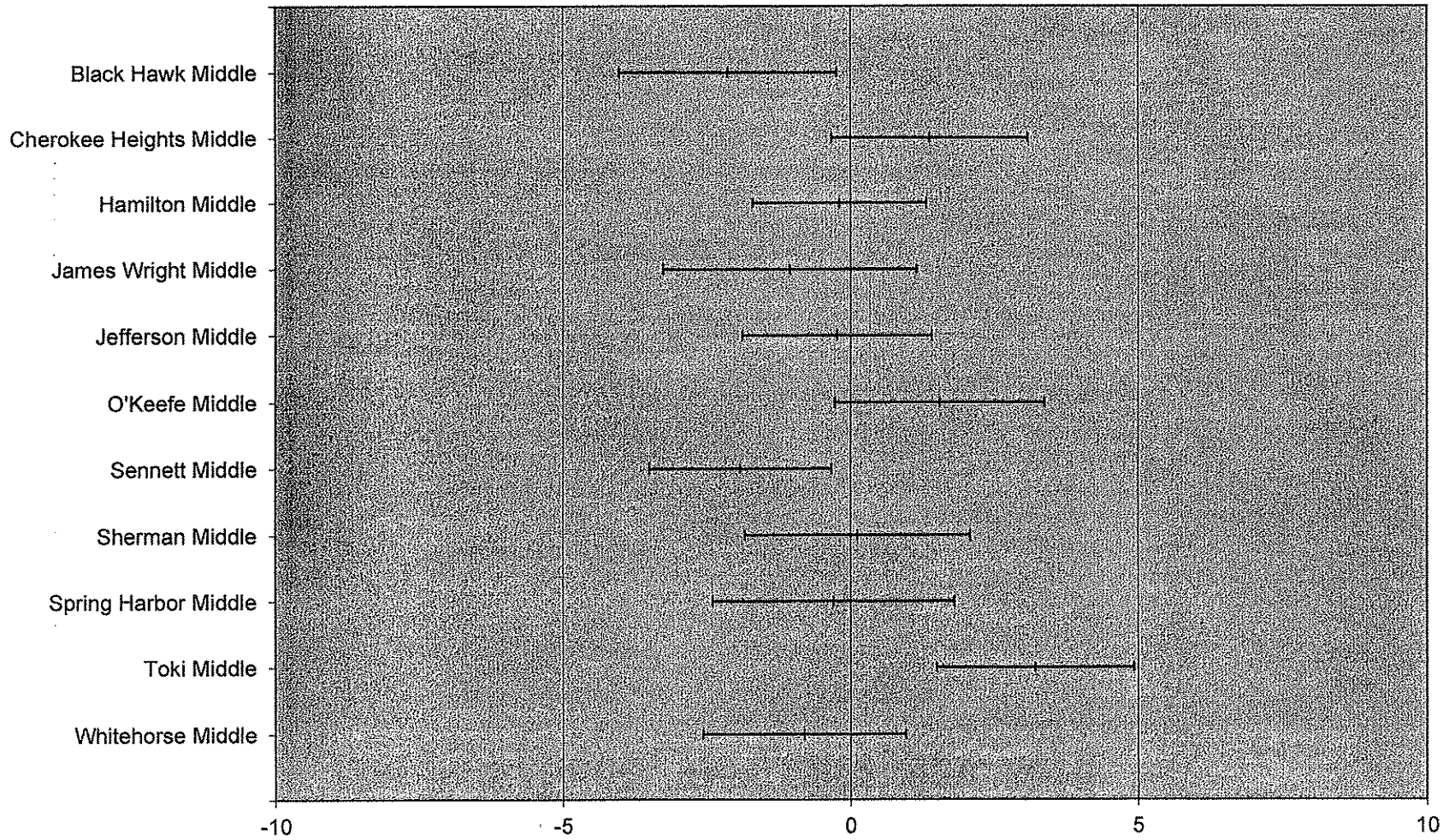
P156

Math Value Added vs. District Average, Middle Schools, Nov. 2008-Nov. 2010



P157

Reading Value Added vs. District Average, Middle Schools, Nov. 2008-Nov. 2010



P158

Coefficients from the MMSD Value-Added Model

The following charts present the coefficients used to make adjustments for pretest scores and student characteristics when measuring value added in Madison. These coefficients come from a statistical analysis that compares students in the same schools with each other. The result is a district-wide measure of intra-school differences across students of different demographic groups, controlling for all other measurable characteristics.

The coefficients on student characteristics measure the statistical relationship between test score improvement and student characteristics. Often, these are relative to an omitted student characteristic. For example, the race characteristics are listed as Asian, black, Hispanic, Native American, and biracial, with white as the omitted. Note that the coefficient in elementary school math on black for elementary grades in math for November 2008 to November 2010 is -4.4. This implies that black elementary school students gained about 4 points less on the WKCE than observationally similar white students across MMSD.

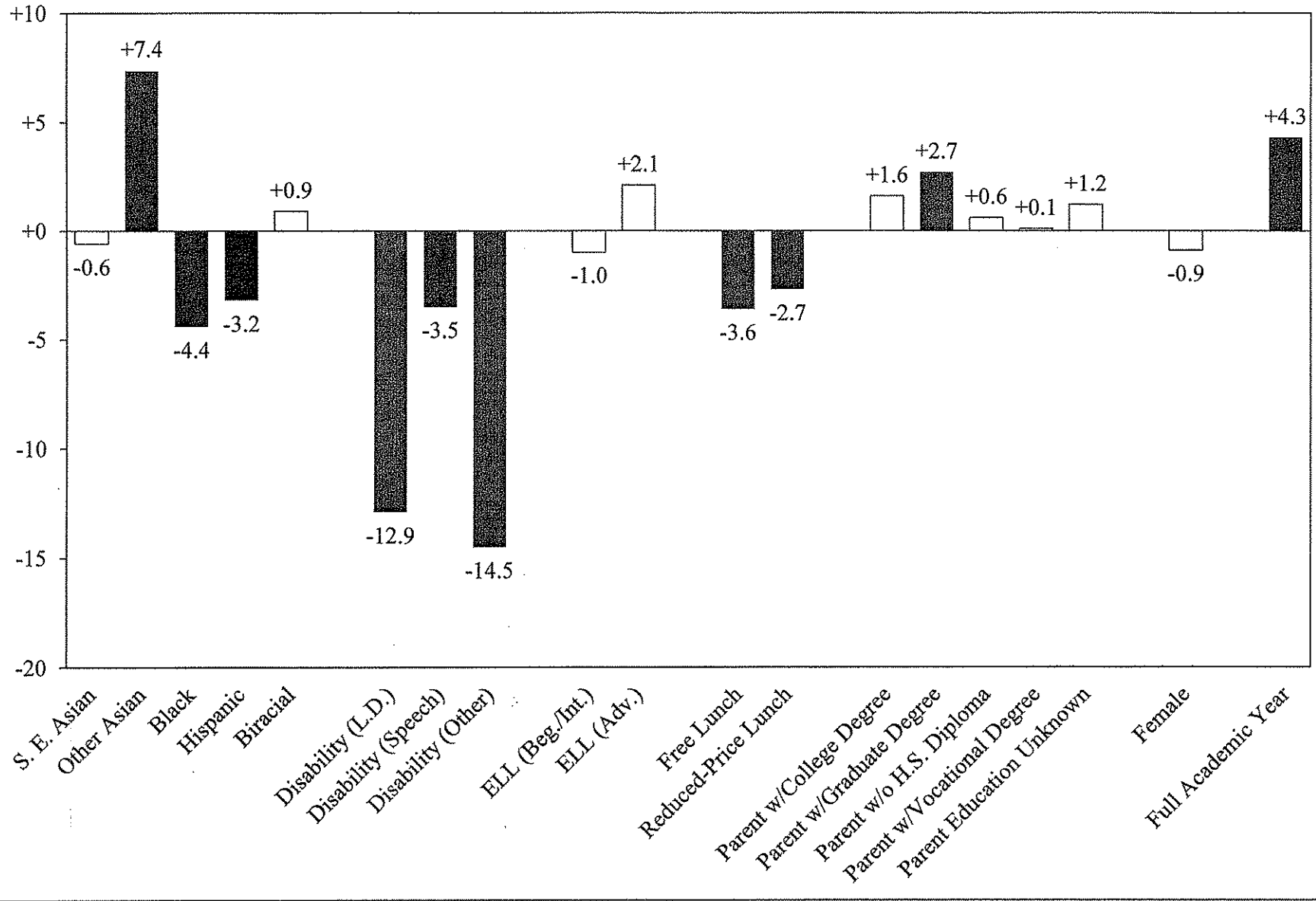
The omitted student characteristics are:

- Male (coefficient on female measured relative to male);
- White (coefficient on black, Hispanic, etc. measured relative to white);
- Without disability (coefficients on disability measured relative to without disability);
- Not ELL (coefficients on ELL measured relative to non-ELL);
- No free or reduced-price lunch (coefficients on FRL measured relative to non-FRL);
- Parent with high school diploma (coefficients on parent education measured relative to parent with high school diploma);
- Not full academic year (coefficients on FAY measured relative to non-FAY)

The choice of omitted student characteristic has no intrinsic or statistical value; the results of the value-added model would not change were, for example, female rather than male the omitted.

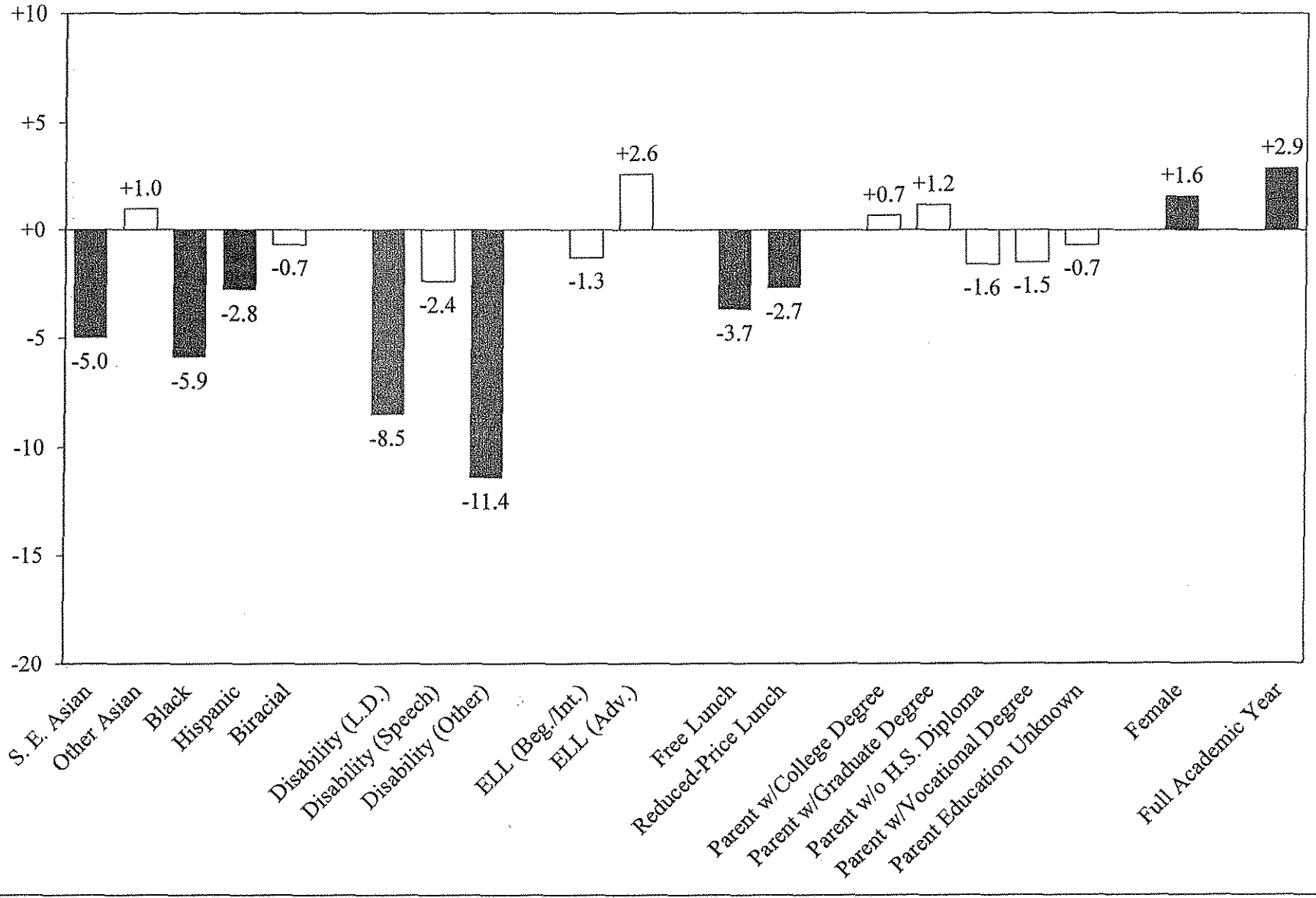
The coefficients are presented both as bar graphs and as tables. In the bar graphs, a coefficient is presented as a solid bar if the coefficient is statistically significant and as an outline bar if the coefficient is not statistically significant. A coefficient is statistically significant if we can reject with 95 percent confidence the hypothesis that its value is zero. Consequently, if a bar is solid, we can reject that there is no gap district-wide between the specified group (the group on the bar: ELL, or FRL, or parent with college degree) and the omitted group (the groups listed in the bullets above: non-ELL, non-FRL, or parent with high school diploma). If the bar is outlined, we cannot reject the hypothesis that there is no such gap.

Value Added Coefficients, Elementary School Math, MMSD Model



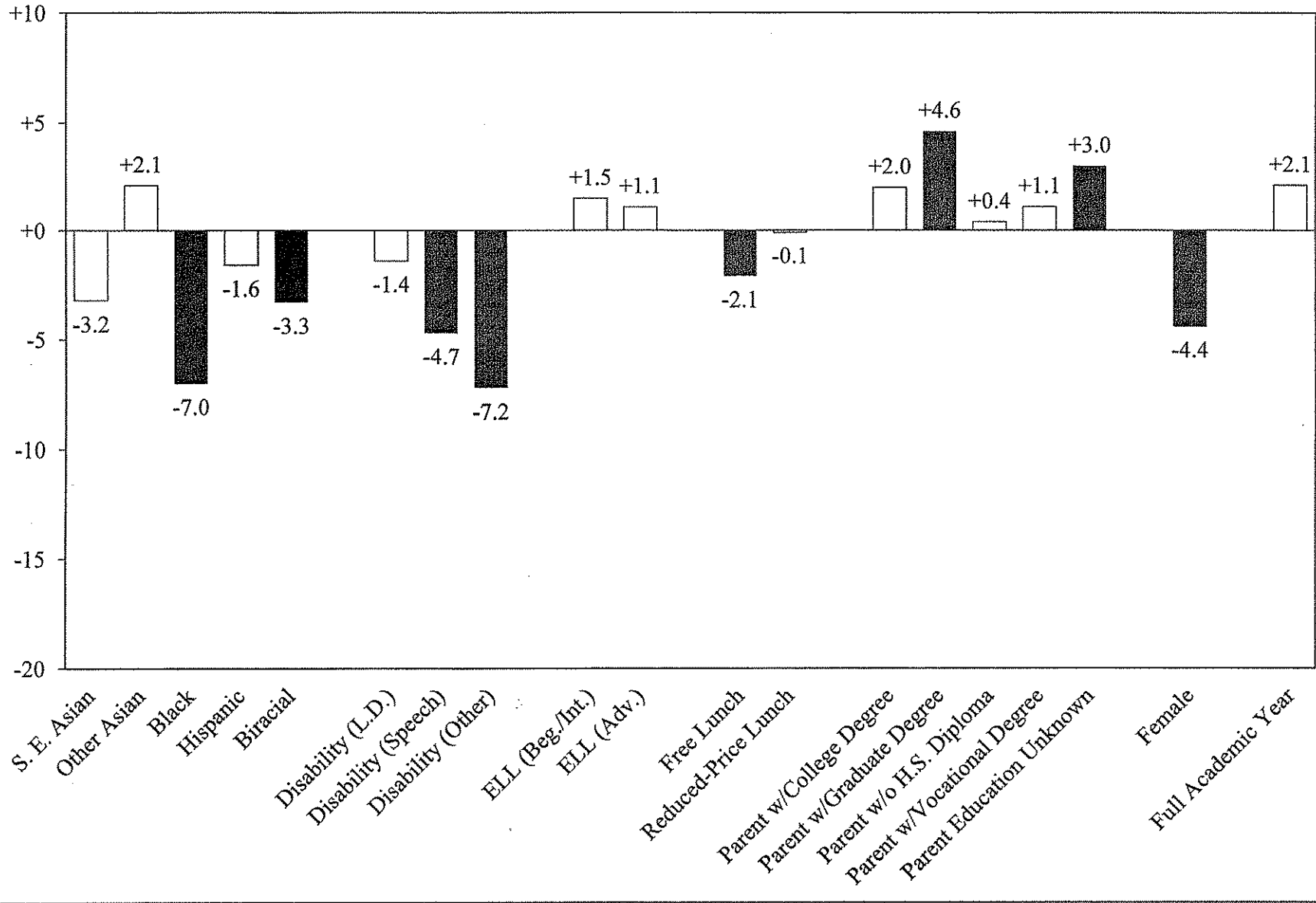
P160

Value Added Coefficients, Elementary School Reading, MMSD Model



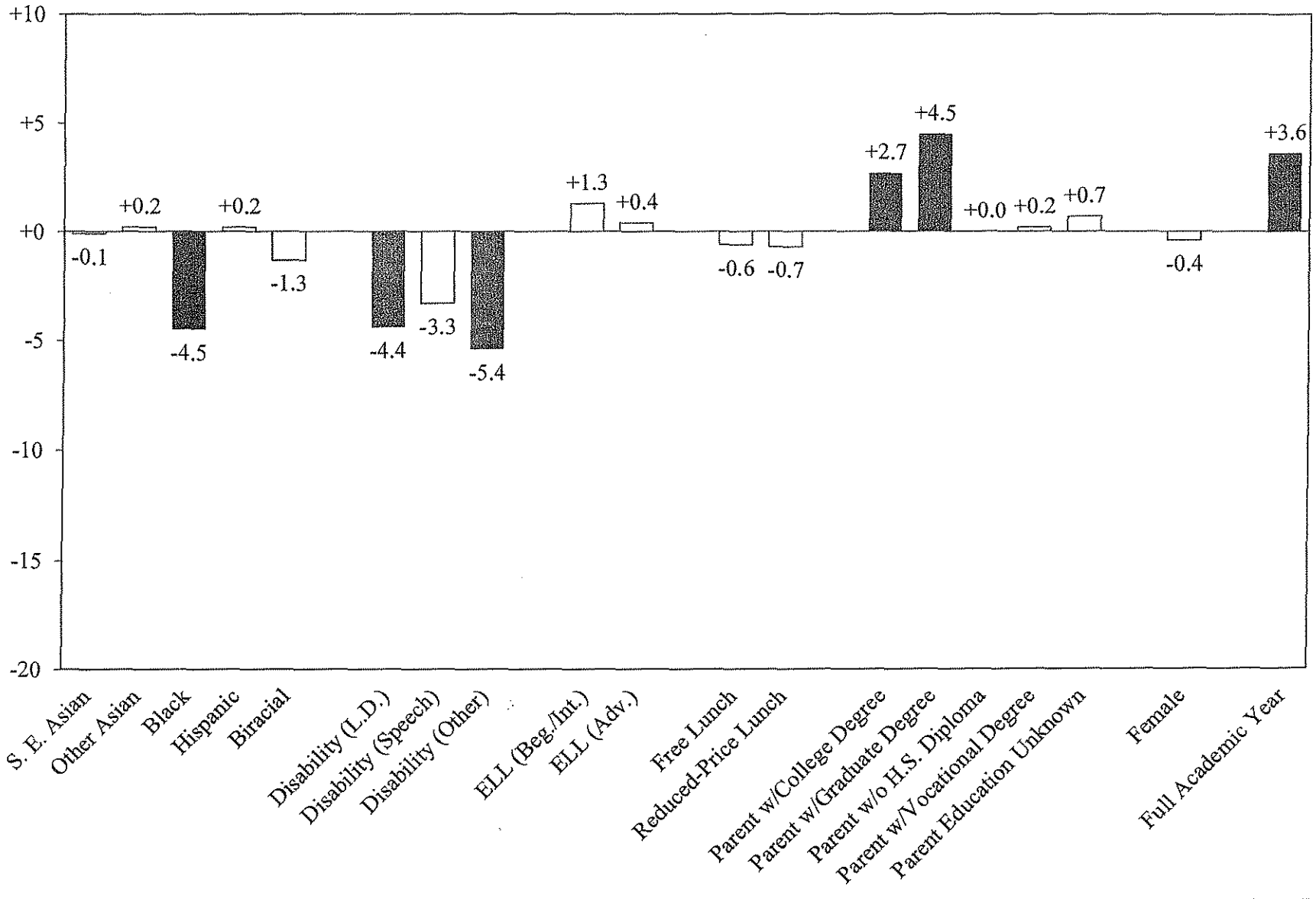
P161

Value Added Coefficients, Middle School Math, MMSD Model



P162

Value Added Coefficients, Middle School Reading, MMSD Model



The Distribution of the WKCE in MMSD

Value added is measured in MMSD using points on the WKCE as a unit of measurement. For example, a value added of +3 for third grade math at a given school means that students at that school gained 3 more points on the mathematics WKCE than observationally similar students across MMSD between November of the third grade and November of the fourth grade.

The tables below present summary statistics about attainment on the WKCE in MMSD across students. These tables provide some context for interpreting results that use the WKCE scale. For example, consider again the case of a school with a value added of +3 for the third grade, where students gained 3 more WKCE points in mathematics between the third and fourth grade than similar students across the district. We can see that the 25th percentile across students on the fourth grade math WKCE is 435, while the 50th percentile on the fourth grade math WKCE is 471--a difference of 36 points. Therefore, a value added of +3 math WKCE points from third grade to fourth grade represents $3/36$, or one-twelfth of the difference between the 25th percentile and the 50th percentile on the fourth grade math WKCE.

Distribution of the WKCE in mathematics and reading across students in MMSD

WKCE in mathematics, November 2010

Grade	3	4	5	6	7	8
5th percentile	346	381	399	406	446	434
25th percentile	397	435	459	473	499	509
50th percentile	430	471	495	512	536	549
75th percentile	465	503	529	551	570	588
95th percentile	515	552	582	610	617	634
Mean	431	468	493	511	534	545
Standard deviation	55	54	56	61	54	62

WKCE in reading, November 2010

Grade	3	4	5	6	7	8
5th percentile	367	375	385	390	412	421
25th percentile	426	442	449	463	480	495
50th percentile	456	479	484	501	518	536
75th percentile	485	512	518	539	551	576
95th percentile	526	556	559	585	597	620
Mean	452	473	480	496	512	532
Standard deviation	53	58	56	62	59	63

Appendix: Historical and Subgroup Results
from the MMSD Value-Added Model

Appendix Tables A1 and A2: Value Added By School, Relative to District Average

Tables A1 and A2 present value added at the school level for elementary and middle schools serving grades 3 through 8 in Madison Metropolitan School District. The average value added in these tables across all of the schools in MMSD is zero; these results are relative to the district rather than the state average. Values added are presented for three overlapping time periods: the period between the November 2006 to November 2008 WKCE administrations, the more recent period between the November 2007 and November 2009 WKCE, and the most recent period between the November 2008 and November 2010 WKCE. This presents value added as a two-year moving average to increase precision and avoid overinterpretation of trends.

Also presented in Tables A1 and A2 is value added for the November 2008 to November 2010 period for five subgroups: students with disabilities, English language learners, black students, Hispanic students, and low-income students. The subgroup results measure value-added specifically for each subgroup of students within the school. The subgroup value-added results come from a differential-effects value-added model that is slightly different from the value-added model used to produce overall value added. Consequently, small differences between overall value added and subgroup value added should not be overinterpreted.

In some cases, no subgroup results are produced. These cases are noted with an asterisk (*). There are two cases in which no subgroup result is produced. The first case is when the value-added model does not uncover any differences across schools in the growth of students of that subgroup that cannot be explained with differences across schools in the growth of all students overall. In this case, no separate results are presented for any school for that particular subgroup. The second case is when there are fewer than five students in a given school in that subgroup. In that case, results for that subgroup are only suppressed for that particular school.

VA is equal to the school's value added. It is equal to the number of extra points students at a school scored on the WKCE relative to observationally similar students across the district. A school with a zero value added is an average school in terms of value added. Students at a school with a value added of +3 scored 3 points higher on the WKCE than observationally similar students across the district.

Std. Err. is the standard error of the school's value added. Because schools have only a finite number of students, value added (and any other school-level statistic) is measured with some error. Although it is impossible to ascertain the sign of measurement error, we can measure its likely magnitude by using its standard error. This makes it possible to create a plausible range for a school's true value added. In particular, a school's measured value added plus or minus 1.96 standard errors provides a 95 percent confidence interval for a school's true value added.

N is the number of students used to measure value added. It covers students whose WKCE scores can be matched from one year to the next. In the subgroup results, N is equal to the number of students in the subgroup whose WKCE scores can be matched from one year to the next.

Table A1. Elementary School Value Added

School	Math			Reading		
	VA	Std. Err.	N	VA	Std. Err.	N
225 Allis Elementary						
Nov. 2006-Nov. 2008	-2.3	(1.1)	409	-4.2	(1.2)	407
Nov. 2007-Nov. 2009	-0.8	(1.1)	386	-3.0	(1.2)	384
Nov. 2008-Nov. 2010	-1.0	(1.2)	362	-3.1	(1.1)	360
Subgroups, 2008-10:						
Disability	-4.6	(2.7)	50	-11.4	(3.1)	50
ELL	-0.4	(1.8)	126	-3.0	(1.2)	124
Black	-1.1	(1.7)	84	-2.4	(1.9)	83
Hispanic	-1.4	(2.1)	101	-2.2	(1.6)	100
Low-income	-0.8	(1.3)	254	-2.8	(1.2)	253
110 Cesar Chavez Elementary						
Nov. 2006-Nov. 2008	-0.5	(1.0)	500	-0.8	(1.1)	492
Nov. 2007-Nov. 2009	0.8	(1.0)	493	-1.6	(1.1)	493
Nov. 2008-Nov. 2010	-1.5	(1.1)	497	-1.0	(1.0)	495
Subgroups, 2008-10:						
Disability	-1.2	(2.9)	40	-3.5	(3.5)	40
ELL	-5.1	(2.2)	75	-1.0	(1.0)	73
Black	-1.8	(1.8)	44	-0.6	(2.1)	44
Hispanic	-3.9	(2.4)	69	-1.6	(1.7)	67
Low-income	-3.3	(1.7)	120	-1.7	(1.5)	119
105 Crestwood Elementary						
Nov. 2006-Nov. 2008	-2.6	(1.2)	332	-1.2	(1.3)	331
Nov. 2007-Nov. 2009	-3.7	(1.3)	300	-3.2	(1.4)	301
Nov. 2008-Nov. 2010	-3.8	(1.3)	314	-2.2	(1.2)	314
Subgroups, 2008-10:						
Disability	-6.3	(2.9)	43	-1.4	(3.3)	43
ELL	-4.5	(2.6)	35	-2.2	(1.2)	35
Black	-4.4	(1.9)	52	-3.5	(2.1)	52
Hispanic	-2.7	(2.9)	36	-2.0	(1.8)	36
Low-income	-4.7	(1.8)	102	-2.5	(1.5)	102
165 Elvehjem Elementary						
Nov. 2006-Nov. 2008	3.4	(1.2)	350	3.4	(1.3)	348
Nov. 2007-Nov. 2009	-1.3	(1.2)	333	1.5	(1.3)	331
Nov. 2008-Nov. 2010	-1.6	(1.3)	339	-1.0	(1.2)	338
Subgroups, 2008-10:						
Disability	-2.8	(2.6)	58	-4.0	(3.0)	58
ELL	-2.6	(2.9)	20	-1.0	(1.2)	20
Black	-1.3	(1.9)	42	-2.0	(2.2)	42
Hispanic	-3.7	(3.4)	17	-1.0	(1.9)	17
Low-income	-1.4	(1.8)	100	-0.9	(1.6)	99

Table A1. Elementary School Value Added

School	Math			Reading		
	VA	Std. Err.	N	VA	Std. Err.	N
180 Emerson Elementary						
Nov. 2006-Nov. 2008	0.3	(1.3)	255	0.3	(1.4)	254
Nov. 2007-Nov. 2009	3.1	(1.3)	268	3.2	(1.4)	268
Nov. 2008-Nov. 2010	1.4	(1.4)	254	-1.5	(1.3)	254
Subgroups, 2008-10:						
Disability	5.9	(2.7)	53	2.1	(3.1)	53
ELL	1.5	(2.6)	36	-1.6	(1.3)	36
Black	0.9	(1.9)	61	-2.0	(2.0)	61
Hispanic	1.6	(3.1)	29	-1.6	(1.9)	29
Low-income	1.4	(1.5)	173	-1.5	(1.4)	173
210 Falk Elementary						
Nov. 2006-Nov. 2008	-1.6	(1.3)	265	-1.5	(1.4)	265
Nov. 2007-Nov. 2009	-0.7	(1.4)	236	-2.6	(1.5)	236
Nov. 2008-Nov. 2010	-0.5	(1.5)	233	-0.4	(1.3)	232
Subgroups, 2008-10:						
Disability	5.9	(2.9)	40	0.6	(3.4)	40
ELL	0.6	(2.6)	36	-0.4	(1.3)	35
Black	0.0	(1.8)	83	0.5	(1.8)	83
Hispanic	-1.5	(3.3)	21	-1.3	(2.0)	21
Low-income	-0.1	(1.6)	149	-0.4	(1.4)	148
255 Glendale Elementary						
Nov. 2006-Nov. 2008	-1.1	(1.3)	294	1.8	(1.4)	289
Nov. 2007-Nov. 2009	2.4	(1.2)	313	0.7	(1.4)	311
Nov. 2008-Nov. 2010	-0.5	(1.3)	345	-0.8	(1.2)	342
Subgroups, 2008-10:						
Disability	-1.2	(2.6)	60	3.6	(2.9)	60
ELL	-0.8	(1.8)	133	-0.8	(1.2)	130
Black	-0.3	(1.7)	93	-1.0	(1.8)	93
Hispanic	-1.8	(2.1)	103	0.2	(1.6)	100
Low-income	-0.3	(1.3)	282	-0.8	(1.2)	281
675 Gompers Elementary						
Nov. 2006-Nov. 2008	0.5	(1.3)	250	1.4	(1.4)	250
Nov. 2007-Nov. 2009	0.4	(1.4)	216	1.8	(1.5)	215
Nov. 2008-Nov. 2010	-2.9	(1.6)	193	0.9	(1.4)	192
Subgroups, 2008-10:						
Disability	1.6	(3.4)	22	8.3	(4.1)	22
ELL	-2.5	(2.7)	32	0.9	(1.4)	31
Black	-2.8	(2.0)	47	1.9	(2.1)	47
Hispanic	-4.1	(3.5)	16	1.0	(2.0)	16
Low-income	-2.4	(2.0)	75	0.6	(1.7)	74

Table A1. Elementary School Value Added

School	Math			Reading		
	VA	Std. Err.	N	VA	Std. Err.	N
48 Hawthorne Elementary						
Nov. 2006-Nov. 2008	-2.0	(1.3)	283	-1.9	(1.4)	282
Nov. 2007-Nov. 2009	-0.4	(1.2)	297	-0.7	(1.4)	297
Nov. 2008-Nov. 2010	-3.2	(1.3)	298	0.0	(1.2)	298
Subgroups, 2008-10:						
Disability	-6.7	(2.9)	38	-1.2	(3.5)	38
ELL	-3.7	(2.1)	87	0.1	(1.2)	87
Black	-3.2	(1.7)	85	-0.5	(1.9)	85
Hispanic	0.9	(2.7)	49	0.0	(1.8)	49
Low-income	-3.5	(1.5)	197	-0.2	(1.3)	197
660 Huegel Elementary						
Nov. 2006-Nov. 2008	-2.2	(1.1)	397	-0.9	(1.2)	396
Nov. 2007-Nov. 2009	-2.4	(1.1)	381	-3.1	(1.2)	381
Nov. 2008-Nov. 2010	0.4	(1.2)	375	-0.8	(1.1)	375
Subgroups, 2008-10:						
Disability	-2.4	(2.6)	59	-1.2	(2.9)	59
ELL	2.7	(2.5)	48	-0.7	(1.1)	48
Black	0.2	(1.7)	77	1.7	(1.9)	77
Hispanic	2.0	(2.8)	43	-0.3	(1.8)	43
Low-income	0.3	(1.5)	164	0.4	(1.4)	164
375 Kennedy Elementary						
Nov. 2006-Nov. 2008	0.8	(1.0)	465	-0.6	(1.1)	466
Nov. 2007-Nov. 2009	-0.3	(1.1)	459	-1.4	(1.2)	459
Nov. 2008-Nov. 2010	-3.4	(1.1)	478	-1.5	(1.0)	478
Subgroups, 2008-10:						
Disability	-5.6	(2.5)	68	-4.2	(2.8)	68
ELL	-2.3	(3.0)	11	-1.3	(1.1)	11
Black	-3.8	(1.7)	58	-1.4	(2.0)	58
Hispanic	-2.5	(3.6)	9	-1.5	(1.9)	9
Low-income	-3.4	(1.7)	117	-2.3	(1.5)	117
435 Lake View Elementary						
Nov. 2006-Nov. 2008	-1.2	(1.4)	224	-0.9	(1.5)	221
Nov. 2007-Nov. 2009	1.0	(1.4)	215	2.0	(1.5)	215
Nov. 2008-Nov. 2010	3.8	(1.5)	222	2.9	(1.3)	222
Subgroups, 2008-10:						
Disability	1.3	(3.1)	33	2.5	(3.7)	33
ELL	3.6	(2.3)	58	2.9	(1.3)	58
Black	3.1	(1.9)	61	2.8	(2.0)	61
Hispanic	4.7	(3.1)	28	2.7	(1.9)	28
Low-income	3.2	(1.6)	144	3.1	(1.4)	144

Table A1. Elementary School Value Added

School	Math			Reading		
	VA	Std. Err.	N	VA	Std. Err.	N
475 Leopold Elementary						
Nov. 2006-Nov. 2008	0.8	(1.0)	547	-1.1	(1.1)	533
Nov. 2007-Nov. 2009	2.2	(1.0)	546	2.1	(1.1)	537
Nov. 2008-Nov. 2010	1.9	(1.0)	584	1.8	(1.0)	582
Subgroups, 2008-10:						
Disability	3.4	(2.4)	71	3.3	(2.8)	70
ELL	2.3	(1.6)	188	1.8	(1.0)	187
Black	1.7	(1.4)	175	1.5	(1.5)	175
Hispanic	3.7	(1.7)	163	2.3	(1.4)	163
Low-income	1.5	(1.1)	396	2.1	(1.1)	395
15 Lincoln Elementary						
Nov. 2006-Nov. 2008	1.9	(1.0)	581	2.6	(1.0)	576
Nov. 2007-Nov. 2009	-0.8	(1.0)	572	0.1	(1.0)	570
Nov. 2008-Nov. 2010	-0.9	(1.0)	602	0.3	(1.0)	596
Subgroups, 2008-10:						
Disability	-1.5	(2.4)	74	4.7	(2.7)	74
ELL	-2.1	(1.4)	260	0.2	(1.0)	255
Black	-1.3	(1.5)	120	-0.2	(1.7)	120
Hispanic	-3.7	(1.6)	187	-0.7	(1.3)	182
Low-income	-1.6	(1.1)	414	0.0	(1.0)	408
65 Lindbergh Elementary						
Nov. 2006-Nov. 2008	0.3	(1.4)	229	0.2	(1.5)	228
Nov. 2007-Nov. 2009	0.3	(1.4)	217	0.6	(1.5)	217
Nov. 2008-Nov. 2010	-1.8	(1.6)	203	0.6	(1.4)	204
Subgroups, 2008-10:						
Disability	-2.2	(3.4)	22	1.8	(4.1)	22
ELL	-2.2	(2.2)	77	0.6	(1.4)	77
Black	-1.6	(2.1)	35	0.9	(2.3)	36
Hispanic	-2.0	(3.2)	25	0.1	(2.0)	25
Low-income	-1.9	(1.7)	153	0.4	(1.4)	153
495 Lowell Elementary						
Nov. 2006-Nov. 2008	-3.9	(1.4)	201	-5.7	(1.6)	200
Nov. 2007-Nov. 2009	-4.5	(1.5)	196	-5.0	(1.6)	193
Nov. 2008-Nov. 2010	-2.2	(1.5)	213	-2.3	(1.3)	209
Subgroups, 2008-10:						
Disability	-1.7	(3.2)	29	2.0	(3.8)	29
ELL	-3.3	(2.6)	37	-2.2	(1.4)	33
Black	-2.4	(1.9)	60	-3.7	(2.0)	60
Hispanic	-5.2	(3.2)	26	-2.2	(1.9)	25
Low-income	-2.5	(1.7)	117	-2.4	(1.5)	114

Table A1. Elementary School Value Added

School	Math			Reading		
	VA	Std. Err.	N	VA	Std. Err.	N
525 Marquette Elementary						
Nov. 2006-Nov. 2008	2.8	(1.1)	403	0.8	(1.2)	398
Nov. 2007-Nov. 2009	2.9	(1.1)	392	1.4	(1.2)	391
Nov. 2008-Nov. 2010	5.6	(1.1)	434	0.4	(1.1)	434
Subgroups, 2008-10:						
Disability	6.6	(2.5)	67	6.0	(2.8)	68
ELL	3.5	(2.9)	17	0.4	(1.1)	16
Black	6.6	(1.8)	44	1.1	(2.2)	43
Hispanic	3.9	(3.3)	19	0.5	(1.9)	19
Low-income	5.7	(1.7)	107	1.0	(1.5)	107
555 Mendota Elementary						
Nov. 2006-Nov. 2008	-0.2	(1.4)	201	-0.3	(1.6)	201
Nov. 2007-Nov. 2009	-0.4	(1.5)	199	-2.0	(1.6)	199
Nov. 2008-Nov. 2010	-3.0	(1.5)	214	-0.4	(1.4)	213
Subgroups, 2008-10:						
Disability	-2.4	(2.8)	45	0.9	(3.2)	45
ELL	-1.7	(3.0)	15	-0.4	(1.4)	14
Black	-2.4	(1.7)	108	0.7	(1.7)	107
Hispanic	-3.6	(3.5)	16	-0.7	(2.0)	16
Low-income	-2.4	(1.6)	148	0.0	(1.4)	148
390 Muir Elementary						
Nov. 2006-Nov. 2008	-1.8	(1.1)	380	1.1	(1.2)	376
Nov. 2007-Nov. 2009	-0.4	(1.1)	385	0.1	(1.2)	382
Nov. 2008-Nov. 2010	-2.0	(1.2)	374	1.5	(1.1)	372
Subgroups, 2008-10:						
Disability	0.7	(2.4)	69	5.2	(2.8)	68
ELL	-2.8	(2.3)	56	1.6	(1.2)	54
Black	-2.5	(1.8)	55	1.3	(2.1)	55
Hispanic	-4.5	(3.0)	34	1.5	(1.8)	34
Low-income	-2.1	(1.6)	133	1.6	(1.4)	133
125 Nuestro Mundo Community						
Nov. 2006-Nov. 2008	0.5	(2.1)	40	3.6	(2.4)	40
Nov. 2007-Nov. 2009	2.6	(1.7)	122	3.5	(1.9)	122
Nov. 2008-Nov. 2010	7.3	(1.5)	206	1.7	(1.3)	206
Subgroups, 2008-10:						
Disability	*	*	5	*	*	5
ELL	10.7	(2.0)	99	1.7	(1.4)	99
Black	7.4	(2.1)	25	1.3	(2.4)	25
Hispanic	11.7	(2.1)	96	1.6	(1.6)	96
Low-income	9.1	(1.8)	108	1.6	(1.5)	108

Table A1. Elementary School Value Added

School	Math			Reading		
	VA	Std. Err.	N	VA	Std. Err.	N
140 Olson Elementary						
Nov. 2007-Nov. 2009	0.8	(1.9)	87	-1.8	(2.1)	87
Nov. 2008-Nov. 2010	2.9	(1.6)	188	1.3	(1.4)	188
Subgroups, 2008-10:						
Disability	4.1	(3.8)	12	2.4	(4.9)	12
ELL	4.1	(3.2)	11	1.5	(1.4)	11
Black	2.8	(2.0)	48	2.2	(2.1)	48
Hispanic	5.0	(3.7)	10	1.4	(2.1)	10
Low-income	2.9	(2.0)	68	1.8	(1.7)	68
615 Orchard Ridge Elementary						
Nov. 2006-Nov. 2008	1.9	(1.3)	244	-0.9	(1.4)	243
Nov. 2007-Nov. 2009	-1.4	(1.4)	228	-2.2	(1.5)	229
Nov. 2008-Nov. 2010	-1.7	(1.6)	214	0.2	(1.4)	215
Subgroups, 2008-10:						
Disability	-1.4	(3.0)	38	-5.2	(3.4)	38
ELL	-2.1	(3.0)	17	0.2	(1.4)	17
Black	-1.6	(1.8)	78	-0.9	(1.9)	78
Hispanic	-2.3	(3.5)	17	0.4	(2.0)	17
Low-income	-1.1	(1.8)	120	0.4	(1.5)	120
645 Randall Elementary						
Nov. 2006-Nov. 2008	0.9	(0.9)	610	3.9	(1.0)	606
Nov. 2007-Nov. 2009	1.8	(0.9)	634	4.4	(1.0)	631
Nov. 2008-Nov. 2010	3.3	(0.9)	661	3.1	(0.9)	661
Subgroups, 2008-10:						
Disability	4.9	(2.3)	83	5.1	(2.6)	83
ELL	1.5	(2.0)	92	3.2	(0.9)	92
Black	2.7	(1.6)	69	3.2	(2.0)	69
Hispanic	2.7	(2.6)	51	3.0	(1.7)	51
Low-income	2.6	(1.5)	172	2.8	(1.3)	172
40 Sandburg Elementary						
Nov. 2006-Nov. 2008	-2.4	(1.3)	264	-1.1	(1.4)	262
Nov. 2007-Nov. 2009	-3.2	(1.4)	251	-2.9	(1.5)	249
Nov. 2008-Nov. 2010	-2.5	(1.4)	261	-1.1	(1.3)	260
Subgroups, 2008-10:						
Disability	-3.4	(3.1)	32	-3.2	(3.7)	32
ELL	-1.8	(2.0)	101	-1.1	(1.3)	100
Black	-2.5	(2.0)	45	-0.9	(2.2)	45
Hispanic	-0.6	(2.3)	83	-0.8	(1.7)	82
Low-income	-2.4	(1.6)	162	-1.2	(1.4)	161

Table A1. Elementary School Value Added

School	Math			Reading		
	VA	Std. Err.	N	VA	Std. Err.	N
300 Schenk Elementary						
Nov. 2006-Nov. 2008	-1.4	(1.2)	301	-1.6	(1.3)	302
Nov. 2007-Nov. 2009	-3.5	(1.2)	307	-0.9	(1.4)	306
Nov. 2008-Nov. 2010	0.7	(1.3)	332	-1.3	(1.2)	329
Subgroups, 2008-10:						
Disability	-1.6	(2.7)	54	-9.2	(3.0)	54
ELL	1.8	(2.2)	73	-1.3	(1.2)	70
Black	1.7	(1.7)	98	-1.4	(1.8)	98
Hispanic	1.6	(2.7)	49	-1.4	(1.8)	46
Low-income	0.9	(1.4)	219	-1.3	(1.3)	216
735 Shorewood Hills Elementary						
Nov. 2006-Nov. 2008	5.1	(1.2)	304	4.6	(1.4)	292
Nov. 2007-Nov. 2009	3.5	(1.3)	289	4.1	(1.4)	282
Nov. 2008-Nov. 2010	2.8	(1.4)	278	1.4	(1.3)	273
Subgroups, 2008-10:						
Disability	4.6	(3.0)	34	4.2	(3.6)	34
ELL	4.5	(2.3)	67	1.6	(1.3)	62
Black	2.3	(2.1)	20	2.1	(2.4)	20
Hispanic	3.1	(3.7)	9	1.2	(2.0)	9
Low-income	3.6	(2.0)	69	1.9	(1.7)	67
270 Stephens Elementary						
Nov. 2006-Nov. 2008	-0.3	(1.1)	419	-2.0	(1.2)	413
Nov. 2007-Nov. 2009	-1.9	(1.1)	392	-0.7	(1.2)	388
Nov. 2008-Nov. 2010	-3.6	(1.3)	360	0.0	(1.2)	360
Subgroups, 2008-10:						
Disability	-3.1	(2.7)	54	-2.3	(3.1)	54
ELL	-4.8	(2.3)	66	0.1	(1.2)	66
Black	-1.9	(1.9)	42	1.4	(2.2)	42
Hispanic	-5.1	(3.1)	27	-0.3	(1.9)	27
Low-income	-2.9	(1.9)	85	0.2	(1.6)	85
780 Thoreau Elementary						
Nov. 2006-Nov. 2008	-0.3	(1.2)	331	0.7	(1.3)	331
Nov. 2007-Nov. 2009	-0.9	(1.2)	339	0.3	(1.3)	339
Nov. 2008-Nov. 2010	-0.6	(1.3)	350	-2.0	(1.2)	350
Subgroups, 2008-10:						
Disability	-3.2	(3.0)	41	-12.5	(3.5)	41
ELL	0.3	(2.4)	58	-2.0	(1.2)	58
Black	-1.0	(1.7)	93	-4.1	(1.8)	93
Hispanic	1.0	(2.7)	49	-1.2	(1.8)	49
Low-income	-0.8	(1.5)	177	-2.4	(1.3)	177

Table A1. Elementary School Value Added

School	Math			Reading		
	VA	Std. Err.	N	VA	Std. Err.	N
795 Van Hise Elementary						
Nov. 2006-Nov. 2008	0.6	(1.3)	268	-2.4	(1.4)	267
Nov. 2007-Nov. 2009	2.6	(1.2)	315	0.1	(1.3)	315
Nov. 2008-Nov. 2010	4.1	(1.3)	334	1.2	(1.2)	333
Subgroups, 2008-10:						
Disability	3.6	(3.3)	23	1.6	(4.2)	23
ELL	4.0	(2.5)	48	1.3	(1.2)	47
Black	4.5	(2.0)	18	1.5	(2.4)	18
Hispanic	1.7	(3.4)	16	0.5	(1.9)	16
Low-income	5.4	(2.0)	59	1.3	(1.7)	58

Table A2. Middle School Value Added

School	Math			Reading		
	VA	Std. Err.	N	VA	Std. Err.	N
690 Black Hawk Middle						
Nov. 2006-Nov. 2008	0.3	(0.8)	429	1.2	(1.0)	427
Nov. 2007-Nov. 2009	2.8	(1.0)	446	0.0	(0.9)	444
Nov. 2008-Nov. 2010	0.9	(0.9)	479	-2.1	(1.0)	478
Subgroups, 2008-10:						
Disability	1.7	(2.2)	71	-3.8	(1.9)	71
ELL	1.1	(1.3)	95	*	*	94
Black	0.9	(1.0)	103	-2.1	(1.3)	103
Hispanic	*	*	56	*	*	55
Low-income	1.3	(1.0)	265	-2.1	(1.0)	264
90 Cherokee Heights Middle						
Nov. 2006-Nov. 2008	0.3	(0.7)	658	-1.0	(0.8)	658
Nov. 2007-Nov. 2009	-0.3	(0.8)	680	-1.6	(0.8)	673
Nov. 2008-Nov. 2010	0.5	(0.8)	628	1.4	(0.9)	623
Subgroups, 2008-10:						
Disability	1.5	(1.9)	111	2.0	(1.7)	111
ELL	-0.5	(1.3)	116	*	*	111
Black	0.6	(0.9)	173	1.4	(1.1)	172
Hispanic	*	*	106	*	*	102
Low-income	0.6	(1.0)	336	1.5	(0.9)	332
810 Hamilton Middle						
Nov. 2006-Nov. 2008	-0.1	(0.6)	922	2.1	(0.8)	916
Nov. 2007-Nov. 2009	-0.8	(0.8)	906	1.8	(0.8)	902
Nov. 2008-Nov. 2010	0.2	(0.7)	887	-0.2	(0.8)	885
Subgroups, 2008-10:						
Disability	1.0	(2.2)	75	0.6	(1.8)	75
ELL	1.3	(1.4)	72	*	*	69
Black	0.2	(0.9)	52	0.3	(1.3)	52
Hispanic	*	*	43	*	*	44
Low-income	0.8	(1.2)	154	-0.3	(0.9)	155
440 James Wright Middle						
Nov. 2006-Nov. 2008	-0.1	(0.8)	322	0.2	(1.1)	309
Nov. 2007-Nov. 2009	-2.0	(1.2)	315	-0.7	(1.0)	308
Nov. 2008-Nov. 2010	0.1	(1.0)	308	-1.1	(1.1)	308
Subgroups, 2008-10:						
Disability	2.2	(2.1)	72	-0.1	(1.9)	72
ELL	-0.1	(1.2)	128	*	*	128
Black	0.3	(1.1)	98	-0.7	(1.3)	98
Hispanic	*	*	106	*	*	106
Low-income	0.2	(1.0)	263	-1.1	(1.1)	263

Table A2. Middle School Value Added

School	Math			Reading		
	VA	Std. Err.	N	VA	Std. Err.	N
370 Jefferson Middle						
Nov. 2006-Nov. 2008	-0.8	(0.7)	498	0.4	(0.9)	497
Nov. 2007-Nov. 2009	-0.4	(0.9)	540	1.1	(0.9)	537
Nov. 2008-Nov. 2010	0.9	(0.8)	652	-0.2	(0.8)	649
Subgroups, 2008-10:						
Disability	3.6	(1.8)	113	-0.7	(1.6)	113
ELL	1.0	(1.4)	70	*	*	67
Black	0.9	(0.9)	103	-0.3	(1.2)	103
Hispanic	*	*	49	*	*	49
Low-income	0.7	(1.1)	195	0.0	(0.9)	194
540 O'Keefe Middle						
Nov. 2006-Nov. 2008	0.9	(0.7)	507	-1.7	(0.9)	506
Nov. 2007-Nov. 2009	1.8	(0.9)	527	0.5	(0.9)	526
Nov. 2008-Nov. 2010	-0.3	(0.8)	523	1.5	(0.9)	522
Subgroups, 2008-10:						
Disability	-5.6	(2.1)	81	1.1	(1.8)	82
ELL	-0.3	(1.4)	50	*	*	48
Black	-0.5	(1.0)	91	1.2	(1.3)	91
Hispanic	*	*	42	*	*	42
Low-income	-1.5	(1.1)	226	1.5	(1.0)	226
665 Sennett Middle						
Nov. 2006-Nov. 2008	-1.4	(0.7)	750	-1.3	(0.8)	744
Nov. 2007-Nov. 2009	0.7	(0.8)	765	-1.5	(0.8)	761
Nov. 2008-Nov. 2010	1.4	(0.7)	738	-1.9	(0.8)	737
Subgroups, 2008-10:						
Disability	-1.8	(1.6)	146	-2.6	(1.5)	147
ELL	1.4	(1.2)	151	*	*	150
Black	1.3	(0.9)	167	-2.5	(1.1)	166
Hispanic	*	*	145	*	*	145
Low-income	1.0	(0.9)	407	-2.1	(0.9)	405
710 Sherman Middle						
Nov. 2006-Nov. 2008	0.1	(0.7)	519	0.7	(0.9)	517
Nov. 2007-Nov. 2009	1.3	(1.0)	460	0.7	(0.9)	459
Nov. 2008-Nov. 2010	0.9	(0.9)	441	0.1	(1.0)	441
Subgroups, 2008-10:						
Disability	-1.6	(2.2)	73	-1.4	(1.9)	73
ELL	0.6	(1.3)	117	*	*	117
Black	0.7	(1.0)	122	0.2	(1.2)	122
Hispanic	*	*	65	*	*	65
Low-income	0.9	(1.0)	285	0.2	(1.0)	285

Table A2. Middle School Value Added

School	Math			Reading		
	VA	Std. Err.	N	VA	Std. Err.	N
850 Spring Harbor Middle						
Nov. 2006-Nov. 2008	1.2	(0.8)	340	0.6	(1.0)	338
Nov. 2007-Nov. 2009	3.6	(1.1)	344	1.3	(1.0)	342
Nov. 2008-Nov. 2010	-0.2	(1.0)	340	-0.3	(1.1)	340
Subgroups, 2008-10:						
Disability	2.3	(2.5)	46	-1.3	(2.0)	47
ELL	-0.3	(1.6)	23	*	*	22
Black	-0.1	(1.1)	40	-0.3	(1.4)	40
Hispanic	*	*	14	*	*	14
Low-income	0.6	(1.4)	95	-0.3	(1.2)	96
620 Toki Middle						
Nov. 2006-Nov. 2008	0.2	(0.7)	707	-1.1	(0.8)	703
Nov. 2007-Nov. 2009	-4.9	(0.9)	664	-1.0	(0.8)	659
Nov. 2008-Nov. 2010	-2.7	(0.8)	599	3.2	(0.9)	595
Subgroups, 2008-10:						
Disability	-4.3	(1.7)	127	3.8	(1.6)	125
ELL	-1.5	(1.4)	73	*	*	71
Black	-2.8	(0.9)	177	3.0	(1.1)	175
Hispanic	*	*	59	*	*	58
Low-income	-2.6	(1.0)	284	3.2	(0.9)	281
315 Whitehorse Middle						
Nov. 2006-Nov. 2008	0.5	(0.7)	556	-0.1	(0.9)	556
Nov. 2007-Nov. 2009	0.8	(0.9)	572	-0.4	(0.9)	573
Nov. 2008-Nov. 2010	-2.1	(0.8)	556	-0.8	(0.9)	556
Subgroups, 2008-10:						
Disability	2.4	(2.0)	95	1.9	(1.7)	95
ELL	-2.6	(1.4)	59	*	*	59
Black	-1.8	(1.0)	101	-0.2	(1.2)	101
Hispanic	*	*	56	*	*	56
Low-income	-1.8	(1.1)	244	-0.7	(1.0)	244

Appendix Tables A3, A4, A5, and A6: Value Added By Grade, Relative to District Average

Tables A3, A4, A5, and A6 present value added at the grade level. The average value added in these tables across all of the schools in MMSD is zero; these results are relative to the district rather than the state average. Like the case of school-level value added, these reflect three overlapping two-year growth periods: November 2006 to November 2008, November 2007 to November 2009, and November 2008 to November 2010. It also presents results for the November 2008 to November 2010 period for five subgroups: students with disabilities, English language learners, black students, Hispanic students, and low-income students.

The results in Tables A3, A4, A5, and A6 are broken down by grade. For example, a school's value added for grade 3 for the November 2008 to November 2010 period is based on the growth of students at that school progressing from grade 3 to grade 4 from either November 2008 to November 2009 or November 2009 to November 2010. If that value-added measure is -2, then students progressing from grade 3 to grade 4 at that school scored 2 points lower on the WKCE than observationally similar students progressing from grade 3 to grade 4 across the district.

VA is the value added of the school, and is equal to the number of extra points students at that school scored on the WKCE relative to observationally similar students at other schools. **Std. Err.** is the standard error of value added, and **N** is the number of students used to measure value added.

Table A3. Elementary School Math Value Added By Grade

School	Grade 3 Math			Grade 4 Math			Grade 5 Math		
	VA	Std. Err.	N	VA	Std. Err.	N	VA	Std. Err.	N
225 Allis Elementary									
Nov. 2006-Nov. 2008	-11.5	(2.5)	124	1.9	(1.8)	146	0.2	(1.8)	139
Nov. 2007-Nov. 2009	-3.4	(2.2)	118	2.5	(2.2)	131	-1.0	(1.7)	137
Nov. 2008-Nov. 2010	-1.0	(2.2)	113	-3.6	(2.5)	125	1.5	(2.0)	124
Subgroups, 2008-10:									
Disability	-3.4	(5.0)	13	-4.0	(2.7)	14	1.5	(4.6)	23
ELL	-0.8	(2.3)	48	0.5	(4.3)	35	0.3	(3.3)	43
Black	-1.6	(3.1)	21	-2.8	(3.2)	33	0.4	(3.5)	30
Hispanic	*	*	35	-0.4	(4.5)	29	-2.3	(3.5)	37
Low-income	-0.9	(2.4)	80	-2.8	(2.8)	85	1.4	(2.3)	89
110 Cesar Chavez Elementary									
Nov. 2006-Nov. 2008	-2.8	(2.1)	184	-0.5	(1.7)	167	2.0	(1.7)	149
Nov. 2007-Nov. 2009	-0.9	(1.9)	190	0.6	(2.0)	162	2.7	(1.7)	141
Nov. 2008-Nov. 2010	-1.2	(1.8)	186	-1.7	(2.2)	176	-1.3	(2.0)	135
Subgroups, 2008-10:									
Disability	-3.6	(5.2)	10	-1.8	(2.4)	12	6.7	(5.1)	18
ELL	-1.4	(2.0)	30	-3.0	(4.7)	28	-9.0	(4.7)	17
Black	-1.8	(3.2)	11	-3.0	(3.3)	18	2.9	(4.1)	15
Hispanic	*	*	23	-2.1	(4.7)	27	-3.8	(4.3)	19
Low-income	-2.5	(3.3)	41	-6.5	(3.8)	41	-2.1	(3.4)	38
105 Crestwood Elementary									
Nov. 2006-Nov. 2008	-4.2	(2.5)	122	-1.7	(1.9)	111	-0.9	(2.0)	99
Nov. 2007-Nov. 2009	-4.1	(2.2)	112	-4.6	(2.3)	99	-0.2	(1.9)	89
Nov. 2008-Nov. 2010	-1.9	(2.2)	111	-7.5	(2.6)	111	-0.6	(2.2)	92
Subgroups, 2008-10:									
Disability	-6.5	(5.0)	12	-7.4	(2.8)	13	-1.0	(5.0)	18
ELL	-1.9	(2.4)	16	-7.4	(5.6)	16	*	*	3
Black	-2.1	(3.1)	21	-8.5	(3.6)	16	-1.4	(4.1)	15
Hispanic	*	*	13	-3.5	(5.4)	17	-2.9	(5.6)	6
Low-income	-3.0	(3.3)	38	-7.4	(3.9)	38	-3.9	(3.9)	26
165 Elvehjem Elementary									
Nov. 2006-Nov. 2008	8.1	(2.6)	113	1.9	(1.9)	122	-0.3	(1.9)	115
Nov. 2007-Nov. 2009	-0.5	(2.3)	101	-0.9	(2.3)	115	-1.6	(1.8)	117
Nov. 2008-Nov. 2010	-2.9	(2.1)	131	-3.5	(2.7)	102	2.4	(2.1)	106
Subgroups, 2008-10:									
Disability	-6.2	(4.2)	24	-3.5	(2.9)	19	8.2	(5.5)	15
ELL	-2.8	(2.3)	12	-9.9	(7.1)	6	*	*	2
Black	-2.3	(3.2)	13	-3.2	(3.6)	15	2.4	(4.2)	14
Hispanic	*	*	9	*	*	4	*	*	4
Low-income	-3.7	(3.3)	40	-1.5	(4.3)	28	3.2	(3.6)	32

Table A3. Elementary School Math Value Added By Grade

School	Grade 3 Math			Grade 4 Math			Grade 5 Math		
	VA	Std. Err.	N	VA	Std. Err.	N	VA	Std. Err.	N
180 Emerson Elementary									
Nov. 2006-Nov. 2008	-1.0	(2.9)	83	-0.4	(2.0)	90	2.2	(2.1)	82
Nov. 2007-Nov. 2009	1.1	(2.4)	86	0.8	(2.4)	96	4.8	(2.0)	86
Nov. 2008-Nov. 2010	0.4	(2.4)	84	-1.8	(3.0)	81	4.1	(2.3)	89
Subgroups, 2008-10:									
Disability	1.5	(4.5)	17	-1.6	(3.1)	16	11.7	(4.8)	20
ELL	0.6	(2.5)	16	-4.1	(6.1)	12	1.8	(5.6)	8
Black	0.5	(3.1)	21	-1.5	(3.7)	17	-0.1	(3.7)	23
Hispanic	*	*	11	-3.6	(6.3)	10	3.3	(5.2)	8
Low-income	0.7	(2.6)	59	-1.3	(3.3)	57	2.6	(2.7)	57
210 Falk Elementary									
Nov. 2006-Nov. 2008	-2.7	(2.8)	88	-1.0	(2.0)	88	-0.5	(2.1)	89
Nov. 2007-Nov. 2009	-1.4	(2.5)	78	-0.8	(2.5)	80	0.5	(2.0)	78
Nov. 2008-Nov. 2010	-0.8	(2.4)	81	-1.3	(3.0)	78	0.7	(2.4)	74
Subgroups, 2008-10:									
Disability	0.7	(4.7)	15	-1.3	(3.2)	10	16.4	(5.4)	15
ELL	-0.9	(2.5)	13	4.2	(5.9)	14	1.0	(5.4)	9
Black	-1.3	(2.9)	33	-1.1	(3.6)	23	4.7	(3.4)	27
Hispanic	*	*	7	-2.4	(7.0)	6	-0.9	(5.2)	8
Low-income	-1.7	(2.8)	52	-1.1	(3.5)	49	4.6	(2.9)	48
255 Glendale Elementary									
Nov. 2006-Nov. 2008	3.1	(2.7)	105	0.6	(2.0)	86	-5.9	(2.0)	103
Nov. 2007-Nov. 2009	0.4	(2.2)	112	3.0	(2.3)	106	2.3	(1.9)	95
Nov. 2008-Nov. 2010	-0.9	(2.1)	119	2.6	(2.6)	113	-2.5	(2.1)	113
Subgroups, 2008-10:									
Disability	-3.7	(4.7)	16	2.7	(2.8)	14	-2.9	(4.1)	30
ELL	-0.7	(2.2)	51	3.0	(4.0)	41	-1.8	(3.3)	41
Black	-1.2	(3.0)	27	3.0	(3.3)	29	-1.5	(3.2)	37
Hispanic	*	*	39	2.5	(4.4)	32	-2.3	(3.6)	32
Low-income	-0.4	(2.3)	95	2.2	(2.7)	94	-1.3	(2.2)	93
675 Gompers Elementary									
Nov. 2006-Nov. 2008	3.0	(3.0)	76	2.1	(2.0)	92	-3.9	(2.1)	82
Nov. 2007-Nov. 2009	2.8	(2.7)	51	-0.4	(2.5)	77	-1.1	(2.0)	88
Nov. 2008-Nov. 2010	-2.8	(2.5)	65	-4.8	(3.4)	55	0.0	(2.4)	73
Subgroups, 2008-10:									
Disability	1.5	(5.2)	9	-4.6	(3.6)	6	3.3	(6.9)	7
ELL	-2.8	(2.6)	14	-1.4	(6.5)	9	-2.2	(5.4)	9
Black	-2.9	(3.2)	18	-4.6	(4.1)	14	0.8	(4.1)	15
Hispanic	*	*	6	*	*	4	-1.1	(5.5)	6
Low-income	-1.9	(3.4)	28	-1.8	(4.8)	19	-1.6	(3.7)	28

Table A3. Elementary School Math Value Added By Grade

School	Grade 3 Math			Grade 4 Math			Grade 5 Math		
	VA	Std. Err.	N	VA	Std. Err.	N	VA	Std. Err.	N
48 Hawthorne Elementary									
Nov. 2006-Nov. 2008	-2.9	(2.7)	103	3.1	(2.0)	93	-7.3	(2.1)	87
Nov. 2007-Nov. 2009	-2.9	(2.4)	96	4.4	(2.3)	102	-2.1	(1.9)	99
Nov. 2008-Nov. 2010	-4.5	(2.2)	101	2.4	(2.8)	96	-4.3	(2.2)	101
Subgroups, 2008-10:									
Disability	-9.1	(5.0)	12	2.5	(3.0)	11	-13.4	(5.4)	15
ELL	-4.6	(2.4)	28	1.6	(4.6)	28	-1.1	(3.7)	31
Black	-3.7	(2.9)	30	2.1	(3.4)	30	-5.7	(3.6)	25
Hispanic	*	*	15	5.5	(5.7)	15	-1.5	(4.2)	19
Low-income	-4.3	(2.6)	67	1.4	(3.2)	62	-4.8	(2.6)	68
660 Huegel Elementary									
Nov. 2006-Nov. 2008	-3.1	(2.4)	131	-3.2	(1.8)	138	1.1	(1.8)	128
Nov. 2007-Nov. 2009	-2.6	(2.1)	129	-3.4	(2.2)	128	0.0	(1.8)	124
Nov. 2008-Nov. 2010	-0.5	(2.1)	129	-0.3	(2.5)	127	1.9	(2.1)	119
Subgroups, 2008-10:									
Disability	-2.5	(4.5)	19	-0.5	(2.7)	24	-0.9	(5.5)	16
ELL	-0.3	(2.3)	19	3.8	(6.1)	12	2.9	(4.7)	17
Black	-0.7	(2.9)	28	-1.2	(3.3)	27	4.0	(3.8)	22
Hispanic	*	*	15	2.8	(5.9)	13	4.0	(4.6)	15
Low-income	-1.7	(2.8)	59	-1.7	(3.4)	54	5.0	(3.0)	51
375 Kennedy Elementary									
Nov. 2006-Nov. 2008	3.4	(2.3)	151	-0.8	(1.8)	151	0.3	(1.7)	163
Nov. 2007-Nov. 2009	-0.1	(2.0)	161	0.2	(2.1)	140	-0.9	(1.7)	158
Nov. 2008-Nov. 2010	-3.0	(1.9)	172	-3.0	(2.2)	164	-2.8	(1.9)	142
Subgroups, 2008-10:									
Disability	-5.1	(4.4)	22	-3.1	(2.4)	24	-4.1	(4.8)	22
ELL	*	*	5	*	*	2	*	*	4
Black	-3.5	(3.1)	14	-3.0	(3.2)	26	-4.0	(3.9)	18
Hispanic	*	*	1	*	*	4	*	*	4
Low-income	-2.5	(3.4)	38	-0.4	(3.7)	44	-6.6	(3.6)	35
435 Lake View Elementary									
Nov. 2006-Nov. 2008	0.6	(3.0)	77	-0.8	(2.1)	73	-2.2	(2.2)	74
Nov. 2007-Nov. 2009	3.9	(2.5)	80	0.9	(2.6)	70	-2.6	(2.1)	65
Nov. 2008-Nov. 2010	6.5	(2.4)	84	4.0	(3.1)	75	-3.2	(2.5)	63
Subgroups, 2008-10:									
Disability	4.6	(5.0)	12	4.2	(3.2)	11	-6.0	(6.1)	10
ELL	6.5	(2.5)	23	-0.8	(5.5)	17	2.3	(4.4)	18
Black	4.8	(3.1)	20	4.1	(3.7)	22	-2.9	(3.8)	19
Hispanic	*	*	10	-2.1	(6.6)	8	3.3	(5.0)	10
Low-income	4.5	(2.7)	57	2.8	(3.5)	47	-1.0	(3.0)	40

Table A3. Elementary School Math Value Added By Grade

School	Grade 3 Math			Grade 4 Math			Grade 5 Math		
	VA	Std. Err.	N	VA	Std. Err.	N	VA	Std. Err.	N
475 Leopold Elementary									
Nov. 2006-Nov. 2008	-0.5	(2.1)	175	-0.9	(1.7)	183	3.6	(1.6)	189
Nov. 2007-Nov. 2009	2.9	(1.8)	201	2.2	(1.9)	179	0.3	(1.6)	166
Nov. 2008-Nov. 2010	0.9	(1.7)	230	6.0	(2.0)	193	-1.7	(1.8)	161
Subgroups, 2008-10:									
Disability	6.0	(4.3)	24	5.6	(2.3)	24	2.3	(4.6)	23
ELL	1.3	(1.8)	76	5.0	(3.2)	68	-2.4	(3.4)	44
Black	1.4	(2.3)	73	5.4	(2.7)	55	-3.0	(3.0)	47
Hispanic	*	*	62	6.1	(3.4)	60	-0.4	(3.3)	41
Low-income	0.9	(2.0)	156	5.4	(2.3)	136	-2.9	(2.2)	104
15 Lincoln Elementary									
Nov. 2006-Nov. 2008	1.6	(2.0)	207	1.5	(1.6)	194	2.0	(1.6)	180
Nov. 2007-Nov. 2009	-1.1	(1.9)	190	0.2	(1.8)	197	-1.1	(1.6)	185
Nov. 2008-Nov. 2010	-0.3	(1.8)	205	2.6	(2.0)	192	-4.1	(1.7)	205
Subgroups, 2008-10:									
Disability	-2.2	(4.5)	20	2.5	(2.3)	28	-2.8	(4.4)	26
ELL	-0.4	(1.9)	100	-0.6	(2.9)	85	-2.2	(2.7)	75
Black	-0.1	(2.8)	34	2.7	(2.9)	37	-7.0	(3.0)	49
Hispanic	*	*	62	-2.6	(3.3)	63	-2.6	(2.8)	62
Low-income	-0.7	(2.0)	141	-0.2	(2.3)	136	-3.5	(2.0)	137
65 Lindbergh Elementary									
Nov. 2006-Nov. 2008	1.2	(3.1)	73	-1.2	(2.1)	73	1.4	(2.1)	83
Nov. 2007-Nov. 2009	2.1	(2.6)	71	-0.8	(2.6)	70	-0.7	(2.0)	76
Nov. 2008-Nov. 2010	-0.3	(2.5)	68	1.6	(3.2)	66	-4.9	(2.5)	69
Subgroups, 2008-10:									
Disability	*	*	5	1.8	(3.4)	9	-12.1	(6.8)	8
ELL	-0.3	(2.6)	27	3.2	(4.8)	25	-5.6	(3.9)	25
Black	-0.5	(3.3)	15	2.6	(4.2)	7	-5.5	(4.2)	13
Hispanic	*	*	11	0.3	(6.8)	7	-5.3	(5.3)	7
Low-income	-0.6	(2.6)	56	2.2	(3.5)	51	-5.3	(2.9)	46
495 Lowell Elementary									
Nov. 2006-Nov. 2008	-11.8	(3.0)	74	2.3	(2.1)	64	-3.4	(2.3)	63
Nov. 2007-Nov. 2009	-4.8	(2.5)	72	-0.5	(2.6)	65	-4.0	(2.1)	59
Nov. 2008-Nov. 2010	-0.4	(2.4)	74	-2.7	(3.1)	74	-2.5	(2.5)	65
Subgroups, 2008-10:									
Disability	-1.7	(5.4)	8	-2.6	(3.3)	12	2.0	(6.4)	9
ELL	-0.4	(2.6)	9	2.1	(5.6)	16	-11.5	(5.0)	12
Black	-1.5	(3.1)	23	-1.6	(3.7)	20	-3.0	(3.9)	17
Hispanic	*	*	7	-4.4	(6.3)	10	-5.7	(5.1)	9
Low-income	-2.6	(3.0)	40	0.6	(3.8)	39	-4.3	(3.1)	38

Table A3. Elementary School Math Value Added By Grade

School	Grade 3 Math			Grade 4 Math			Grade 5 Math		
	VA	Std. Err.	N	VA	Std. Err.	N	VA	Std. Err.	N
525 Marquette Elementary									
Nov. 2006-Nov. 2008	-0.4	(2.5)	127	3.1	(1.9)	125	3.4	(1.8)	151
Nov. 2007-Nov. 2009	-2.2	(2.1)	135	5.5	(2.2)	129	3.8	(1.8)	128
Nov. 2008-Nov. 2010	1.8	(2.0)	151	9.7	(2.4)	142	4.1	(1.9)	141
Subgroups, 2008-10:									
Disability	1.4	(4.7)	17	9.9	(2.6)	24	7.6	(4.4)	26
ELL	1.7	(2.2)	8	*	*	5	*	*	4
Black	3.3	(3.2)	13	9.4	(3.5)	15	7.1	(4.1)	16
Hispanic	*	*	9	*	*	5	*	*	5
Low-income	0.5	(3.4)	36	10.3	(4.2)	30	5.5	(3.4)	41
555 Mendota Elementary									
Nov. 2006-Nov. 2008	-1.4	(2.9)	81	0.5	(2.1)	71	-0.1	(2.4)	49
Nov. 2007-Nov. 2009	-0.8	(2.6)	70	0.9	(2.6)	69	-0.9	(2.1)	60
Nov. 2008-Nov. 2010	-2.4	(2.5)	72	-3.8	(3.1)	71	-1.0	(2.4)	71
Subgroups, 2008-10:									
Disability	0.0	(4.6)	16	-4.0	(3.3)	14	1.0	(5.3)	15
ELL	*	*	5	*	*	5	*	*	5
Black	-2.5	(2.8)	38	-3.2	(3.4)	37	1.2	(3.2)	33
Hispanic	*	*	6	*	*	4	-1.5	(5.5)	6
Low-income	-1.5	(2.7)	52	-3.0	(3.6)	46	0.2	(2.8)	50
390 Muir Elementary									
Nov. 2006-Nov. 2008	0.1	(2.5)	121	-2.5	(1.8)	133	-1.5	(1.9)	126
Nov. 2007-Nov. 2009	1.7	(2.2)	125	-1.7	(2.2)	128	-1.0	(1.7)	132
Nov. 2008-Nov. 2010	-2.3	(2.1)	129	-1.4	(2.5)	124	-1.3	(2.0)	121
Subgroups, 2008-10:									
Disability	2.0	(4.7)	16	-0.9	(2.7)	22	-3.4	(4.0)	31
ELL	-2.3	(2.3)	18	-7.9	(5.5)	17	0.4	(4.4)	21
Black	-2.6	(3.2)	15	-1.6	(3.4)	23	-1.7	(4.0)	17
Hispanic	*	*	11	-8.7	(6.6)	8	-2.0	(4.6)	15
Low-income	0.3	(3.0)	50	-4.0	(3.7)	44	-2.8	(3.4)	39
125 Nuestro Mundo Community									
Nov. 2006-Nov. 2008	1.8	(3.7)	40						
Nov. 2007-Nov. 2009	0.1	(2.5)	82	5.4	(3.0)	40			
Nov. 2008-Nov. 2010	0.0	(2.4)	82	20.0	(3.0)	84	-2.0	(2.9)	40
Subgroups, 2008-10:									
Disability	*	*	1	*	*	3	*	*	1
ELL	0.3	(2.4)	47	29.7	(4.1)	40	-2.5	(4.8)	12
Black	0.6	(3.5)	8	19.4	(4.0)	9	-1.3	(4.6)	8
Hispanic	*	*	45	28.5	(4.1)	39	-1.6	(4.6)	12
Low-income	1.3	(2.9)	47	26.2	(3.8)	41	-2.1	(3.8)	20

Table A3. Elementary School Math Value Added By Grade

School	Grade 3 Math			Grade 4 Math			Grade 5 Math		
	VA	Std. Err.	N	VA	Std. Err.	N	VA	Std. Err.	N
140 Olson Elementary									
Nov. 2007-Nov. 2009	-0.6	(3.0)	33	1.8	(2.8)	43	0.5	(2.6)	11
Nov. 2008-Nov. 2010	2.2	(2.5)	69	4.0	(3.0)	77	0.1	(2.8)	42
Subgroups, 2008-10:									
Disability	*	*	2	4.0	(3.2)	9	*	*	1
ELL	*	*	4	*	*	3	*	*	4
Black	2.7	(3.3)	16	3.3	(3.7)	21	-0.4	(4.2)	11
Hispanic	*	*	2	*	*	3	*	*	5
Low-income	3.4	(3.5)	27	1.4	(4.3)	27	0.9	(4.4)	14
615 Orchard Ridge Elementary									
Nov. 2006-Nov. 2008	4.5	(3.0)	76	1.2	(2.0)	83	-0.3	(2.1)	85
Nov. 2007-Nov. 2009	3.5	(2.6)	68	-7.2	(2.5)	75	0.2	(2.0)	85
Nov. 2008-Nov. 2010	2.0	(2.4)	75	-15.5	(3.2)	64	4.4	(2.4)	75
Subgroups, 2008-10:									
Disability	-4.7	(5.2)	10	-15.2	(3.4)	13	18.0	(5.3)	15
ELL	2.0	(2.6)	8	*	*	3	5.0	(5.9)	6
Black	1.5	(3.1)	23	-16.8	(3.7)	24	8.4	(3.3)	31
Hispanic	*	*	6	*	*	3	5.1	(5.2)	8
Low-income	1.9	(3.1)	38	-16.5	(3.9)	36	8.0	(2.9)	46
645 Randall Elementary									
Nov. 2006-Nov. 2008	3.1	(2.1)	194	0.0	(1.6)	197	-0.1	(1.5)	219
Nov. 2007-Nov. 2009	3.7	(1.8)	219	0.7	(1.8)	207	0.2	(1.5)	208
Nov. 2008-Nov. 2010	6.1	(1.7)	229	-2.8	(1.9)	227	4.8	(1.7)	205
Subgroups, 2008-10:									
Disability	10.5	(4.4)	23	-2.3	(2.2)	29	-0.2	(4.1)	31
ELL	6.1	(1.9)	38	-0.4	(4.6)	30	-3.8	(4.2)	24
Black	7.9	(2.9)	24	-4.4	(3.1)	22	0.8	(3.7)	23
Hispanic	*	*	14	5.0	(5.4)	18	-3.3	(4.3)	19
Low-income	9.5	(2.8)	66	-4.6	(3.3)	59	-2.7	(3.2)	47
40 Sandburg Elementary									
Nov. 2006-Nov. 2008	-4.5	(2.8)	92	-1.6	(2.0)	93	0.0	(2.1)	79
Nov. 2007-Nov. 2009	-5.6	(2.4)	83	-2.1	(2.4)	92	0.3	(2.0)	76
Nov. 2008-Nov. 2010	-2.4	(2.3)	101	-5.5	(3.0)	82	1.4	(2.3)	78
Subgroups, 2008-10:									
Disability	0.3	(4.7)	16	-5.7	(3.2)	10	-7.1	(7.2)	6
ELL	-2.3	(2.3)	39	-7.0	(4.2)	36	6.2	(3.9)	26
Black	-2.5	(3.2)	16	-5.1	(3.9)	9	0.5	(3.8)	20
Hispanic	*	*	30	-6.0	(4.5)	29	7.3	(3.9)	24
Low-income	-3.5	(2.8)	56	-5.3	(3.4)	52	3.1	(2.7)	54

Table A3. Elementary School Math Value Added By Grade

School	Grade 3 Math			Grade 4 Math			Grade 5 Math		
	VA	Std. Err.	N	VA	Std. Err.	N	VA	Std. Err.	N
300 Schenk Elementary									
Nov. 2006-Nov. 2008	2.8	(2.8)	92	-3.9	(1.9)	106	-0.3	(2.0)	103
Nov. 2007-Nov. 2009	0.0	(2.3)	98	-6.9	(2.3)	105	-1.4	(1.9)	104
Nov. 2008-Nov. 2010	2.7	(2.1)	120	-5.3	(2.7)	104	2.4	(2.1)	108
Subgroups, 2008-10:									
Disability	3.2	(5.0)	13	-5.2	(2.9)	20	-6.2	(4.8)	21
ELL	3.0	(2.3)	37	-7.4	(5.1)	22	6.1	(4.9)	14
Black	4.6	(2.8)	35	-4.9	(3.3)	29	2.5	(3.3)	34
Hispanic	*	*	24	-5.4	(5.8)	14	4.4	(4.9)	11
Low-income	4.7	(2.5)	78	-5.9	(3.1)	69	1.1	(2.5)	72
735 Shorewood Hills Elementary									
Nov. 2006-Nov. 2008	14.3	(2.8)	90	1.1	(2.0)	105	1.1	(2.0)	109
Nov. 2007-Nov. 2009	5.7	(2.4)	95	-0.2	(2.4)	93	2.4	(1.9)	101
Nov. 2008-Nov. 2010	0.0	(2.3)	97	2.4	(2.8)	96	4.9	(2.3)	85
Subgroups, 2008-10:									
Disability	3.2	(5.3)	9	2.7	(3.0)	14	-0.2	(6.0)	11
ELL	0.3	(2.4)	27	3.4	(5.0)	23	4.7	(4.6)	17
Black	-0.2	(3.5)	6	2.1	(3.8)	10	*	*	4
Hispanic	*	*	3	*	*	2	*	*	4
Low-income	0.6	(3.6)	26	3.2	(4.5)	24	6.9	(4.3)	19
270 Stephens Elementary									
Nov. 2006-Nov. 2008	0.7	(2.3)	146	0.1	(1.8)	145	-1.5	(1.9)	128
Nov. 2007-Nov. 2009	-2.0	(2.1)	132	-1.0	(2.2)	125	-1.6	(1.7)	135
Nov. 2008-Nov. 2010	-3.0	(2.1)	134	-2.6	(2.6)	114	-3.4	(2.1)	112
Subgroups, 2008-10:									
Disability	-2.4	(4.5)	19	-2.4	(2.8)	15	-2.4	(4.9)	20
ELL	-3.3	(2.2)	33	-7.3	(5.2)	20	3.3	(5.0)	13
Black	-1.9	(3.2)	14	-0.5	(3.7)	11	-0.7	(4.0)	17
Hispanic	*	*	10	-1.9	(6.2)	11	-1.7	(5.5)	6
Low-income	-4.2	(3.4)	34	1.8	(4.5)	24	-2.1	(3.8)	27
780 Thoreau Elementary									
Nov. 2006-Nov. 2008	1.5	(2.6)	115	-1.4	(2.0)	99	-0.3	(1.9)	117
Nov. 2007-Nov. 2009	1.4	(2.2)	116	-1.2	(2.2)	117	-2.2	(1.9)	106
Nov. 2008-Nov. 2010	0.9	(2.2)	114	0.5	(2.6)	117	-3.0	(2.0)	119
Subgroups, 2008-10:									
Disability	2.0	(4.8)	15	0.4	(2.8)	10	-16.1	(5.3)	16
ELL	1.1	(2.3)	23	-1.5	(5.3)	19	0.3	(4.7)	16
Black	-0.1	(2.8)	36	1.7	(3.3)	28	-5.4	(3.5)	29
Hispanic	*	*	17	-0.6	(5.5)	16	0.0	(4.5)	16
Low-income	-0.8	(2.7)	63	2.4	(3.3)	57	-3.4	(2.8)	57

Table A3. Elementary School Math Value Added By Grade

School	Grade 3 Math			Grade 4 Math			Grade 5 Math		
	VA	Std. Err.	N	VA	Std. Err.	N	VA	Std. Err.	N
795 Van Hise Elementary									
Nov. 2006-Nov. 2008	-2.6	(2.8)	94	1.6	(2.0)	90	1.5	(2.1)	84
Nov. 2007-Nov. 2009	1.6	(2.2)	116	1.3	(2.3)	104	3.0	(1.9)	95
Nov. 2008-Nov. 2010	3.2	(2.2)	111	2.5	(2.6)	119	4.2	(2.2)	104
Subgroups, 2008-10:									
Disability	7.7	(5.5)	7	2.6	(2.8)	6	-4.9	(6.3)	10
ELL	3.4	(2.3)	20	-2.0	(5.8)	14	0.8	(4.9)	14
Black	*	*	5	3.3	(3.8)	6	4.2	(4.7)	7
Hispanic	*	*	7	-1.1	(7.0)	6	*	*	3
Low-income	5.6	(4.2)	15	4.5	(4.8)	19	4.5	(3.9)	25

Table A4. Middle School Math Value Added By Grade

School	Grade 6 Math			Grade 7 Math		
	VA	Std. Err.	N	VA	Std. Err.	N
690 Black Hawk Middle						
Nov. 2006-Nov. 2008	0.4	(1.5)	215	0.3	(1.4)	214
Nov. 2007-Nov. 2009	3.5	(1.4)	231	1.7	(1.7)	215
Nov. 2008-Nov. 2010	0.9	(1.2)	248	0.5	(1.2)	231
Subgroups, 2008-10:						
Disability	3.9	(3.3)	33	-0.4	(3.2)	38
ELL	*	*	51	-0.7	(3.0)	44
Black	*	*	59	*	*	44
Hispanic	*	*	28	-1.7	(3.2)	28
Low-income	1.1	(1.4)	143	*	*	122
90 Cherokee Heights Middle						
Nov. 2006-Nov. 2008	-1.4	(1.2)	346	1.8	(1.2)	312
Nov. 2007-Nov. 2009	-0.1	(1.2)	318	-0.4	(1.3)	362
Nov. 2008-Nov. 2010	0.4	(1.1)	300	0.4	(1.1)	328
Subgroups, 2008-10:						
Disability	2.2	(2.7)	54	0.7	(2.8)	57
ELL	*	*	55	-4.4	(2.7)	61
Black	*	*	88	*	*	85
Hispanic	*	*	51	-2.6	(2.6)	55
Low-income	0.4	(1.3)	168	*	*	168
810 Hamilton Middle						
Nov. 2006-Nov. 2008	0.3	(1.1)	453	-0.5	(1.1)	469
Nov. 2007-Nov. 2009	-2.4	(1.1)	442	0.8	(1.2)	464
Nov. 2008-Nov. 2010	-1.0	(1.0)	440	1.2	(1.0)	447
Subgroups, 2008-10:						
Disability	-2.3	(3.3)	33	3.5	(3.2)	42
ELL	*	*	40	5.7	(3.4)	32
Black	*	*	27	*	*	25
Hispanic	*	*	27	3.4	(3.7)	16
Low-income	-1.2	(1.5)	76	*	*	78
440 James Wright Middle						
Nov. 2006-Nov. 2008	1.8	(1.7)	165	-1.6	(1.5)	157
Nov. 2007-Nov. 2009	2.4	(1.6)	161	-6.6	(1.9)	154
Nov. 2008-Nov. 2010	2.2	(1.4)	156	-1.5	(1.3)	152
Subgroups, 2008-10:						
Disability	2.5	(3.0)	39	1.9	(3.3)	33
ELL	*	*	67	-2.9	(2.4)	61
Black	*	*	52	*	*	46
Hispanic	*	*	53	-1.1	(2.4)	53
Low-income	2.7	(1.4)	134	*	*	129

Table A4. Middle School Math Value Added By Grade

School	Grade 6 Math			Grade 7 Math		
	VA	Std. Err.	N	VA	Std. Err.	N
370 Jefferson Middle						
Nov. 2006-Nov. 2008	-0.5	(1.4)	250	-1.7	(1.3)	248
Nov. 2007-Nov. 2009	0.3	(1.2)	294	-1.2	(1.6)	246
Nov. 2008-Nov. 2010	0.5	(1.1)	346	1.0	(1.1)	306
Subgroups, 2008-10:						
Disability	2.0	(2.6)	62	4.6	(2.9)	51
ELL	*	*	37	0.7	(3.4)	33
Black	*	*	61	*	*	42
Hispanic	*	*	29	-2.8	(3.5)	20
Low-income	0.1	(1.4)	108	*	*	87
540 O'Keefe Middle						
Nov. 2006-Nov. 2008	4.6	(1.4)	268	-1.4	(1.3)	239
Nov. 2007-Nov. 2009	3.7	(1.3)	269	-0.5	(1.5)	258
Nov. 2008-Nov. 2010	1.1	(1.2)	257	-1.4	(1.2)	266
Subgroups, 2008-10:						
Disability	-8.6	(3.2)	36	-2.7	(3.0)	45
ELL	*	*	24	-1.6	(3.6)	26
Black	*	*	46	*	*	45
Hispanic	*	*	21	-1.7	(3.5)	21
Low-income	0.5	(1.4)	115	*	*	111
665 Sennett Middle						
Nov. 2006-Nov. 2008	-4.5	(1.2)	377	0.2	(1.1)	373
Nov. 2007-Nov. 2009	-0.9	(1.1)	371	2.3	(1.3)	394
Nov. 2008-Nov. 2010	1.4	(1.1)	355	1.0	(1.0)	383
Subgroups, 2008-10:						
Disability	-0.1	(2.5)	69	-3.3	(2.5)	77
ELL	*	*	76	-0.2	(2.5)	75
Black	*	*	84	*	*	83
Hispanic	*	*	69	2.2	(2.3)	76
Low-income	1.4	(1.2)	203	*	*	204
710 Sherman Middle						
Nov. 2006-Nov. 2008	-1.5	(1.4)	238	1.3	(1.3)	281
Nov. 2007-Nov. 2009	-0.4	(1.4)	223	2.9	(1.6)	237
Nov. 2008-Nov. 2010	0.3	(1.2)	229	1.1	(1.2)	212
Subgroups, 2008-10:						
Disability	-6.1	(3.0)	41	3.0	(3.4)	32
ELL	*	*	60	3.6	(2.6)	57
Black	*	*	60	*	*	62
Hispanic	*	*	34	0.7	(3.1)	31
Low-income	0.4	(1.3)	148	*	*	137

Table A4. Middle School Math Value Added By Grade

School	Grade 6 Math			Grade 7 Math		
	VA	Std. Err.	N	VA	Std. Err.	N
850 Spring Harbor Middle						
Nov. 2006-Nov. 2008	3.4	(1.6)	168	0.7	(1.5)	172
Nov. 2007-Nov. 2009	4.4	(1.5)	169	2.3	(1.8)	175
Nov. 2008-Nov. 2010	1.2	(1.3)	170	-1.1	(1.3)	170
Subgroups, 2008-10:						
Disability	1.3	(3.7)	23	2.8	(3.7)	23
ELL	*	*	9	-1.7	(4.1)	14
Black	*	*	19	*	*	21
Hispanic	*	*	5	-1.5	(4.0)	9
Low-income	1.4	(1.7)	52	*	*	43
620 Toki Middle						
Nov. 2006-Nov. 2008	3.0	(1.2)	354	-1.9	(1.2)	353
Nov. 2007-Nov. 2009	-2.5	(1.2)	336	-7.1	(1.4)	328
Nov. 2008-Nov. 2010	-3.6	(1.1)	288	-1.3	(1.1)	311
Subgroups, 2008-10:						
Disability	1.6	(2.7)	54	-7.5	(2.5)	73
ELL	*	*	40	6.8	(3.4)	33
Black	*	*	87	*	*	90
Hispanic	*	*	30	4.6	(3.2)	29
Low-income	-4.1	(1.3)	144	*	*	140
315 Whitehorse Middle						
Nov. 2006-Nov. 2008	-2.4	(1.4)	281	2.8	(1.3)	275
Nov. 2007-Nov. 2009	-2.4	(1.3)	289	4.2	(1.5)	283
Nov. 2008-Nov. 2010	-1.6	(1.2)	272	-1.8	(1.1)	284
Subgroups, 2008-10:						
Disability	2.5	(2.9)	47	2.3	(3.0)	48
ELL	*	*	24	-3.3	(3.3)	35
Black	*	*	45	*	*	56
Hispanic	*	*	23	-0.5	(3.1)	33
Low-income	-1.6	(1.4)	115	*	*	129

Table A5. Elementary School Reading Value Added By Grade

School	Grade 3 Reading			Grade 4 Reading			Grade 5 Reading		
	VA	Std. Err.	N	VA	Std. Err.	N	VA	Std. Err.	N
225 Allis Elementary									
Nov. 2006-Nov. 2008	-8.3	(2.5)	123	-2.7	(1.8)	146	-0.5	(1.9)	138
Nov. 2007-Nov. 2009	-4.0	(2.5)	116	-3.2	(1.8)	131	0.1	(1.9)	137
Nov. 2008-Nov. 2010	-3.5	(2.5)	111	-4.0	(2.0)	125	-1.1	(1.8)	124
Subgroups, 2008-10:									
Disability	-11.1	(7.2)	13	-8.5	(4.8)	14	-7.7	(4.4)	23
ELL	*	*	46	-3.5	(2.1)	35	-0.9	(3.2)	43
Black	*	*	20	*	*	33	3.9	(3.7)	30
Hispanic	*	*	34	3.3	(3.7)	29	-0.7	(2.0)	37
Low-income	-4.9	(2.9)	79	-2.7	(2.2)	85	0.0	(2.2)	89
110 Cesar Chavez Elementary									
Nov. 2006-Nov. 2008	0.0	(2.1)	181	0.6	(1.8)	164	-2.7	(1.8)	147
Nov. 2007-Nov. 2009	-2.7	(2.1)	190	-0.1	(1.7)	162	-1.2	(1.9)	141
Nov. 2008-Nov. 2010	-2.3	(2.1)	186	-0.4	(1.8)	175	-0.2	(1.8)	134
Subgroups, 2008-10:									
Disability	-10.4	(8.0)	10	1.3	(5.0)	12	-2.3	(4.9)	18
ELL	*	*	30	-0.3	(1.9)	27	-6.8	(4.5)	16
Black	*	*	11	*	*	18	-1.1	(4.5)	15
Hispanic	*	*	23	-2.9	(4.0)	26	-0.3	(2.1)	18
Low-income	-2.9	(3.8)	41	-0.7	(3.0)	40	-3.5	(3.3)	38
105 Crestwood Elementary									
Nov. 2006-Nov. 2008	-4.1	(2.5)	122	1.8	(2.0)	111	-1.5	(2.1)	98
Nov. 2007-Nov. 2009	-5.8	(2.6)	112	0.6	(1.9)	100	-2.9	(2.1)	89
Nov. 2008-Nov. 2010	-1.3	(2.5)	111	-2.1	(2.1)	111	-2.1	(1.9)	92
Subgroups, 2008-10:									
Disability	8.6	(7.3)	12	-3.3	(4.9)	13	-4.3	(4.7)	18
ELL	*	*	16	-1.9	(2.2)	16	*	*	3
Black	*	*	21	*	*	16	-9.3	(4.4)	15
Hispanic	*	*	13	-2.3	(4.4)	17	-1.9	(2.3)	6
Low-income	0.1	(3.8)	38	-2.3	(2.9)	38	-6.2	(3.6)	26
165 Elvehjem Elementary									
Nov. 2006-Nov. 2008	6.3	(2.5)	112	2.7	(1.9)	122	-0.4	(2.0)	114
Nov. 2007-Nov. 2009	4.5	(2.7)	100	1.4	(1.9)	114	-2.0	(2.0)	117
Nov. 2008-Nov. 2010	1.7	(2.4)	131	-2.2	(2.1)	101	-1.7	(1.9)	106
Subgroups, 2008-10:									
Disability	4.5	(5.7)	24	-6.5	(4.4)	19	-6.1	(5.1)	15
ELL	*	*	12	-1.8	(2.3)	6	*	*	2
Black	*	*	13	*	*	15	-1.2	(4.6)	14
Hispanic	*	*	9	*	*	4	*	*	4
Low-income	0.3	(3.8)	40	-3.1	(3.2)	27	2.3	(3.4)	32

Table A5. Elementary School Reading Value Added By Grade

School	Grade 3 Reading			Grade 4 Reading			Grade 5 Reading		
	VA	Std. Err.	N	VA	Std. Err.	N	VA	Std. Err.	N
180 Emerson Elementary									
Nov. 2006-Nov. 2008	-3.6	(2.8)	83	1.4	(2.1)	89	1.5	(2.2)	82
Nov. 2007-Nov. 2009	3.6	(2.8)	86	2.5	(2.0)	96	0.4	(2.1)	86
Nov. 2008-Nov. 2010	2.4	(2.8)	84	-2.1	(2.2)	81	-3.0	(2.0)	89
Subgroups, 2008-10:									
Disability	13.4	(6.4)	17	-1.8	(4.5)	16	-3.0	(4.6)	20
ELL	*	*	16	-1.9	(2.3)	12	-1.4	(5.1)	8
Black	*	*	21	*	*	17	-6.1	(3.8)	23
Hispanic	*	*	11	-0.8	(4.8)	10	-3.1	(2.2)	8
Low-income	3.5	(3.1)	59	-1.8	(2.4)	57	-4.6	(2.5)	57
210 Falk Elementary									
Nov. 2006-Nov. 2008	2.4	(2.8)	88	-2.2	(2.1)	88	-2.3	(2.1)	89
Nov. 2007-Nov. 2009	-1.7	(2.9)	78	-3.9	(2.0)	80	0.9	(2.2)	78
Nov. 2008-Nov. 2010	-3.0	(2.8)	81	0.5	(2.3)	77	0.7	(2.0)	74
Subgroups, 2008-10:									
Disability	-7.0	(6.7)	15	4.2	(5.1)	10	1.6	(5.0)	15
ELL	*	*	13	0.8	(2.3)	13	-3.6	(4.9)	9
Black	*	*	33	*	*	23	3.2	(3.5)	27
Hispanic	*	*	7	0.3	(5.2)	6	0.3	(2.3)	8
Low-income	-3.8	(3.3)	52	0.3	(2.5)	48	1.6	(2.6)	48
255 Glendale Elementary									
Nov. 2006-Nov. 2008	3.8	(2.6)	103	3.0	(2.1)	85	-2.1	(2.1)	101
Nov. 2007-Nov. 2009	3.2	(2.6)	112	0.2	(1.9)	105	-1.5	(2.1)	94
Nov. 2008-Nov. 2010	3.5	(2.5)	119	-1.8	(2.1)	112	-2.8	(1.9)	111
Subgroups, 2008-10:									
Disability	4.4	(6.7)	16	3.4	(4.8)	14	-0.1	(4.0)	30
ELL	*	*	51	-1.7	(2.1)	40	-2.4	(3.2)	39
Black	*	*	27	*	*	29	0.1	(3.3)	37
Hispanic	*	*	39	4.2	(3.6)	31	-2.7	(2.1)	30
Low-income	2.6	(2.6)	95	-1.6	(2.1)	94	-2.3	(2.1)	92
675 Gompers Elementary									
Nov. 2006-Nov. 2008	0.2	(2.9)	76	-0.5	(2.1)	92	3.1	(2.2)	82
Nov. 2007-Nov. 2009	0.0	(3.3)	51	-0.4	(2.0)	76	3.2	(2.1)	88
Nov. 2008-Nov. 2010	-1.2	(3.0)	65	-1.9	(2.4)	54	3.6	(2.0)	73
Subgroups, 2008-10:									
Disability	4.1	(8.1)	9	1.4	(5.5)	6	10.3	(6.1)	7
ELL	*	*	14	-1.6	(2.5)	8	2.4	(4.9)	9
Black	*	*	18	*	*	14	6.5	(4.3)	15
Hispanic	*	*	6	*	*	4	3.5	(2.3)	6
Low-income	-3.3	(4.0)	28	-2.2	(3.3)	18	4.5	(3.4)	28

Table A5. Elementary School Reading Value Added By Grade

School	Grade 3 Reading			Grade 4 Reading			Grade 5 Reading		
	VA	Std. Err.	N	VA	Std. Err.	N	VA	Std. Err.	N
48 Hawthorne Elementary									
Nov. 2006-Nov. 2008	-0.7	(2.6)	103	-0.3	(2.1)	92	-3.3	(2.1)	87
Nov. 2007-Nov. 2009	-0.7	(2.7)	96	-0.2	(1.9)	102	-0.8	(2.1)	99
Nov. 2008-Nov. 2010	-0.7	(2.6)	101	1.5	(2.2)	96	-0.8	(1.9)	101
Subgroups, 2008-10:									
Disability	7.9	(7.3)	12	1.4	(5.1)	11	-8.2	(5.1)	15
ELL	*	*	28	1.5	(2.2)	28	2.7	(3.5)	31
Black	*	*	30	*	*	30	-2.1	(3.8)	25
Hispanic	*	*	15	2.9	(4.5)	15	-0.9	(2.1)	19
Low-income	-1.1	(3.0)	67	1.7	(2.4)	62	-2.0	(2.4)	68
660 Huegel Elementary									
Nov. 2006-Nov. 2008	-1.2	(2.4)	131	0.9	(1.9)	138	-2.3	(1.9)	127
Nov. 2007-Nov. 2009	-1.9	(2.5)	129	-1.1	(1.8)	129	-4.0	(2.0)	123
Nov. 2008-Nov. 2010	2.5	(2.4)	129	-3.8	(2.0)	127	-0.3	(1.8)	119
Subgroups, 2008-10:									
Disability	12.5	(6.3)	19	-3.1	(4.2)	24	-10.6	(5.1)	16
ELL	*	*	19	-3.3	(2.1)	12	-3.5	(4.4)	17
Black	*	*	28	*	*	27	1.0	(4.0)	22
Hispanic	*	*	15	-0.3	(4.7)	13	-0.4	(2.1)	15
Low-income	7.7	(3.3)	59	-2.9	(2.6)	54	0.6	(2.9)	51
375 Kennedy Elementary									
Nov. 2006-Nov. 2008	2.7	(2.3)	151	-4.2	(1.8)	151	1.0	(1.8)	164
Nov. 2007-Nov. 2009	-2.8	(2.3)	161	-1.7	(1.8)	140	0.9	(1.8)	158
Nov. 2008-Nov. 2010	-5.2	(2.2)	172	-0.6	(1.8)	164	1.2	(1.8)	142
Subgroups, 2008-10:									
Disability	-13.5	(5.8)	22	-1.7	(4.2)	24	2.6	(4.6)	22
ELL	*	*	5	*	*	2	*	*	4
Black	*	*	14	*	*	26	0.5	(4.3)	18
Hispanic	*	*	1	*	*	4	*	*	4
Low-income	-8.8	(3.9)	38	-0.1	(2.9)	44	-1.4	(3.5)	35
435 Lake View Elementary									
Nov. 2006-Nov. 2008	-4.9	(2.9)	76	0.1	(2.2)	72	1.3	(2.2)	73
Nov. 2007-Nov. 2009	3.7	(2.9)	80	0.1	(2.1)	70	0.7	(2.3)	65
Nov. 2008-Nov. 2010	7.7	(2.8)	84	-0.3	(2.3)	75	0.9	(2.1)	63
Subgroups, 2008-10:									
Disability	12.1	(7.3)	12	0.0	(5.0)	11	-3.5	(5.5)	10
ELL	*	*	23	-0.2	(2.3)	17	5.3	(4.0)	18
Black	*	*	20	*	*	22	0.2	(3.9)	19
Hispanic	*	*	10	-2.3	(5.0)	8	1.0	(2.3)	10
Low-income	7.5	(3.2)	57	0.2	(2.6)	47	2.4	(2.7)	40

Table A5. Elementary School Reading Value Added By Grade

School	Grade 3 Reading			Grade 4 Reading			Grade 5 Reading		
	VA	Std. Err.	N	VA	Std. Err.	N	VA	Std. Err.	N
475 Leopold Elementary									
Nov. 2006-Nov. 2008	-3.9	(2.1)	168	1.2	(1.7)	178	-1.0	(1.7)	187
Nov. 2007-Nov. 2009	2.3	(2.1)	195	1.5	(1.7)	176	1.1	(1.8)	166
Nov. 2008-Nov. 2010	-0.2	(1.9)	229	2.5	(1.7)	192	2.4	(1.7)	161
Subgroups, 2008-10:									
Disability	-7.4	(5.8)	23	5.6	(4.2)	24	7.8	(4.5)	23
ELL	*	*	76	2.2	(1.8)	67	5.9	(3.3)	44
Black	*	*	73	*	*	55	-0.4	(3.2)	47
Hispanic	*	*	62	-0.4	(2.9)	60	2.9	(1.9)	41
Low-income	1.5	(2.2)	155	2.0	(1.9)	136	3.3	(2.2)	104
15 Lincoln Elementary									
Nov. 2006-Nov. 2008	4.9	(2.0)	205	3.2	(1.7)	192	-1.5	(1.7)	179
Nov. 2007-Nov. 2009	-1.3	(2.1)	189	1.7	(1.6)	197	-0.8	(1.7)	184
Nov. 2008-Nov. 2010	-3.7	(2.0)	203	4.2	(1.7)	192	-0.2	(1.6)	201
Subgroups, 2008-10:									
Disability	0.2	(6.2)	20	6.9	(4.0)	28	4.1	(4.4)	26
ELL	*	*	99	3.9	(1.8)	85	-0.1	(2.7)	71
Black	*	*	34	*	*	37	1.0	(3.2)	49
Hispanic	*	*	61	5.2	(2.9)	63	0.1	(1.8)	58
Low-income	-5.7	(2.3)	139	3.7	(1.9)	136	1.2	(2.0)	133
65 Lindbergh Elementary									
Nov. 2006-Nov. 2008	2.1	(3.0)	72	-1.7	(2.2)	73	0.8	(2.2)	83
Nov. 2007-Nov. 2009	3.5	(3.0)	71	-0.6	(2.1)	70	-0.8	(2.2)	76
Nov. 2008-Nov. 2010	4.3	(2.9)	69	-1.0	(2.4)	66	-0.6	(2.1)	69
Subgroups, 2008-10:									
Disability	*	*	5	-3.0	(5.2)	9	1.8	(6.0)	8
ELL	*	*	27	-1.2	(2.4)	25	-1.5	(3.6)	25
Black	*	*	16	*	*	7	-0.1	(4.4)	13
Hispanic	*	*	11	-3.1	(5.1)	7	-0.6	(2.3)	7
Low-income	3.6	(3.1)	56	-0.8	(2.4)	51	-2.2	(2.6)	46
495 Lowell Elementary									
Nov. 2006-Nov. 2008	-7.9	(3.0)	73	-2.8	(2.2)	64	-2.2	(2.3)	63
Nov. 2007-Nov. 2009	-5.4	(3.0)	70	-1.7	(2.1)	64	-3.1	(2.3)	59
Nov. 2008-Nov. 2010	-4.6	(2.9)	72	-1.5	(2.3)	73	-0.5	(2.1)	64
Subgroups, 2008-10:									
Disability	-5.8	(8.2)	8	4.5	(4.9)	12	0.5	(5.7)	9
ELL	*	*	7	-1.2	(2.4)	15	-3.5	(4.6)	11
Black	*	*	23	*	*	20	-1.1	(4.0)	17
Hispanic	*	*	7	-1.9	(4.8)	10	-0.5	(2.3)	8
Low-income	-5.7	(3.6)	39	-1.1	(2.8)	38	-1.1	(2.9)	37

Table A5. Elementary School Reading Value Added By Grade

School	Grade 3 Reading			Grade 4 Reading			Grade 5 Reading		
	VA	Std. Err.	N	VA	Std. Err.	N	VA	Std. Err.	N
525 Marquette Elementary									
Nov. 2006-Nov. 2008	-0.2	(2.5)	123	0.4	(1.9)	125	1.3	(1.9)	150
Nov. 2007-Nov. 2009	-3.7	(2.4)	133	3.0	(1.8)	129	2.2	(1.9)	129
Nov. 2008-Nov. 2010	-3.2	(2.3)	151	4.3	(1.9)	141	-0.5	(1.8)	142
Subgroups, 2008-10:									
Disability	8.3	(6.5)	17	4.2	(4.2)	24	5.1	(4.2)	27
ELL	*	*	8	*	*	4	*	*	4
Black	*	*	13	*	*	14	0.7	(4.5)	16
Hispanic	*	*	9	*	*	5	*	*	5
Low-income	-1.8	(3.9)	36	6.3	(3.2)	29	-0.5	(3.2)	42
555 Mendota Elementary									
Nov. 2006-Nov. 2008	-3.7	(2.9)	81	-0.4	(2.2)	70	2.8	(2.4)	50
Nov. 2007-Nov. 2009	-2.2	(3.0)	70	-1.0	(2.1)	68	-0.9	(2.3)	61
Nov. 2008-Nov. 2010	-0.1	(2.9)	72	-2.2	(2.3)	70	1.0	(2.0)	71
Subgroups, 2008-10:									
Disability	10.8	(6.5)	16	-6.6	(4.7)	14	1.2	(4.9)	15
ELL	*	*	5	*	*	4	*	*	5
Black	*	*	38	*	*	36	2.8	(3.1)	33
Hispanic	*	*	6	*	*	4	0.8	(2.3)	6
Low-income	0.9	(3.2)	52	-1.5	(2.5)	46	1.6	(2.5)	50
390 Muir Elementary									
Nov. 2006-Nov. 2008	4.4	(2.5)	120	1.4	(1.9)	131	-2.4	(2.0)	125
Nov. 2007-Nov. 2009	3.5	(2.5)	125	-0.2	(1.8)	127	-2.3	(1.9)	130
Nov. 2008-Nov. 2010	3.9	(2.4)	128	-0.5	(2.0)	124	0.9	(1.8)	120
Subgroups, 2008-10:									
Disability	13.0	(6.7)	16	-0.6	(4.3)	22	-3.6	(4.0)	30
ELL	*	*	17	-0.2	(2.1)	17	0.7	(4.2)	20
Black	*	*	15	*	*	23	0.6	(4.4)	17
Hispanic	*	*	11	2.4	(5.1)	8	0.6	(2.1)	15
Low-income	5.9	(3.5)	50	-0.5	(2.8)	44	-0.6	(3.2)	39
125 Nuestro Mundo Community									
Nov. 2006-Nov. 2008	8.1	(3.6)	40						
Nov. 2007-Nov. 2009	5.7	(2.9)	82	0.1	(2.3)	40			
Nov. 2008-Nov. 2010	4.0	(2.8)	82	2.5	(2.2)	84	-2.0	(2.2)	40
Subgroups, 2008-10:									
Disability	*	*	1	*	*	3	*	*	1
ELL	*	*	47	2.3	(2.3)	40	-5.5	(4.2)	12
Black	*	*	8	*	*	9	-0.7	(4.7)	8
Hispanic	*	*	45	3.2	(3.2)	39	-2.1	(2.4)	12
Low-income	5.0	(3.4)	47	2.6	(2.8)	41	-4.4	(3.3)	20

Table A5. Elementary School Reading Value Added By Grade

School	Grade 3 Reading			Grade 4 Reading			Grade 5 Reading		
	VA	Std. Err.	N	VA	Std. Err.	N	VA	Std. Err.	N
140 Olson Elementary									
Nov. 2007-Nov. 2009	-4.4	(3.7)	33	-0.3	(2.2)	43	0.3	(2.8)	11
Nov. 2008-Nov. 2010	-1.3	(3.0)	69	2.5	(2.3)	77	1.2	(2.2)	42
Subgroups, 2008-10:									
Disability	*	*	2	1.8	(5.3)	9	*	*	1
ELL	*	*	4	*	*	3	*	*	4
Black	*	*	16	*	*	21	2.6	(4.3)	11
Hispanic	*	*	2	*	*	3	*	*	5
Low-income	0.8	(4.1)	27	2.1	(3.1)	27	2.7	(3.9)	14
615 Orchard Ridge Elementary									
Nov. 2006-Nov. 2008	0.2	(2.9)	75	0.1	(2.1)	84	-2.0	(2.2)	84
Nov. 2007-Nov. 2009	3.2	(3.0)	67	-3.1	(2.0)	76	-2.8	(2.1)	86
Nov. 2008-Nov. 2010	2.6	(2.9)	75	-3.7	(2.4)	64	1.5	(2.0)	76
Subgroups, 2008-10:									
Disability	-17.7	(7.8)	10	-3.7	(4.7)	13	2.3	(4.9)	15
ELL	*	*	8	*	*	3	2.2	(5.3)	6
Black	*	*	23	*	*	24	-1.5	(3.3)	31
Hispanic	*	*	6	*	*	3	1.5	(2.3)	8
Low-income	4.5	(3.7)	38	-3.1	(2.7)	36	0.2	(2.7)	46
645 Randall Elementary									
Nov. 2006-Nov. 2008	5.7	(2.0)	193	-0.8	(1.7)	195	5.2	(1.6)	218
Nov. 2007-Nov. 2009	6.4	(2.0)	219	1.0	(1.6)	205	3.7	(1.7)	207
Nov. 2008-Nov. 2010	7.4	(1.9)	229	0.9	(1.6)	227	0.7	(1.6)	205
Subgroups, 2008-10:									
Disability	3.8	(5.9)	23	7.2	(4.0)	29	0.5	(4.1)	31
ELL	*	*	38	1.1	(1.8)	30	-1.1	(4.1)	24
Black	*	*	24	*	*	22	-1.6	(4.1)	23
Hispanic	*	*	14	-0.3	(4.4)	18	0.9	(1.9)	19
Low-income	7.0	(3.2)	66	1.7	(2.7)	59	-2.5	(3.2)	47
40 Sandburg Elementary									
Nov. 2006-Nov. 2008	-1.4	(2.7)	92	0.0	(2.1)	92	-1.3	(2.2)	78
Nov. 2007-Nov. 2009	-2.6	(2.9)	83	-0.5	(2.0)	91	-3.3	(2.2)	75
Nov. 2008-Nov. 2010	-0.7	(2.6)	101	-0.5	(2.2)	81	-1.4	(2.0)	78
Subgroups, 2008-10:									
Disability	-2.8	(6.5)	16	-3.4	(5.1)	10	0.2	(6.3)	6
ELL	*	*	39	-0.7	(2.3)	35	-1.2	(3.6)	26
Black	*	*	16	*	*	9	-1.3	(3.9)	20
Hispanic	*	*	30	-1.5	(3.6)	28	-1.2	(2.2)	24
Low-income	-1.7	(3.3)	56	-0.5	(2.5)	51	-1.1	(2.5)	54

Table A5. Elementary School Reading Value Added By Grade

School	Grade 3 Reading			Grade 4 Reading			Grade 5 Reading		
	VA	Std. Err.	N	VA	Std. Err.	N	VA	Std. Err.	N
300 Schenk Elementary									
Nov. 2006-Nov. 2008	-2.5	(2.7)	93	-0.9	(2.0)	106	-0.7	(2.1)	103
Nov. 2007-Nov. 2009	-5.9	(2.7)	98	0.3	(1.9)	105	2.1	(2.1)	103
Nov. 2008-Nov. 2010	-3.8	(2.5)	119	-2.3	(2.1)	103	1.6	(1.9)	107
Subgroups, 2008-10:									
Disability	-19.5	(7.1)	13	-6.2	(4.3)	20	-1.0	(4.6)	21
ELL	*	*	36	-2.0	(2.2)	21	4.6	(4.6)	13
Black	*	*	35	*	*	29	-0.4	(3.4)	34
Hispanic	*	*	23	-5.4	(4.6)	13	1.7	(2.2)	10
Low-income	-2.0	(2.9)	77	-3.6	(2.3)	68	2.1	(2.4)	71
735 Shorewood Hills Elementary									
Nov. 2006-Nov. 2008	8.6	(2.8)	84	2.9	(2.1)	100	0.6	(2.1)	108
Nov. 2007-Nov. 2009	6.7	(2.8)	94	1.2	(2.0)	87	1.5	(2.1)	101
Nov. 2008-Nov. 2010	2.8	(2.7)	95	-0.4	(2.2)	94	1.3	(2.0)	84
Subgroups, 2008-10:									
Disability	4.4	(8.2)	9	1.0	(4.8)	14	4.4	(5.5)	11
ELL	*	*	25	-0.1	(2.3)	21	4.8	(4.3)	16
Black	*	*	6	*	*	10	*	*	4
Hispanic	*	*	3	*	*	2	*	*	4
Low-income	1.1	(4.3)	26	2.5	(3.3)	22	3.1	(4.0)	19
270 Stephens Elementary									
Nov. 2006-Nov. 2008	-3.6	(2.3)	144	-4.5	(1.9)	144	3.5	(2.0)	125
Nov. 2007-Nov. 2009	-2.2	(2.4)	131	-3.2	(1.8)	125	3.7	(1.9)	132
Nov. 2008-Nov. 2010	-2.0	(2.4)	134	-1.0	(2.1)	114	2.4	(1.9)	112
Subgroups, 2008-10:									
Disability	-18.3	(6.2)	19	-1.7	(4.8)	15	10.0	(4.7)	20
ELL	*	*	33	-1.0	(2.2)	20	-0.8	(4.7)	13
Black	*	*	14	*	*	11	9.1	(4.3)	17
Hispanic	*	*	10	-2.8	(4.8)	11	2.5	(2.2)	6
Low-income	-5.7	(4.0)	34	0.6	(3.3)	24	5.6	(3.7)	27
780 Thoreau Elementary									
Nov. 2006-Nov. 2008	-1.4	(2.5)	115	-0.1	(2.0)	99	2.5	(2.0)	117
Nov. 2007-Nov. 2009	-1.0	(2.5)	116	0.8	(1.9)	117	0.3	(2.0)	106
Nov. 2008-Nov. 2010	-6.1	(2.5)	114	1.9	(2.0)	117	-1.9	(1.8)	119
Subgroups, 2008-10:									
Disability	-15.2	(6.8)	15	-6.3	(5.2)	10	-8.7	(5.0)	16
ELL	*	*	23	1.9	(2.1)	19	3.6	(4.4)	16
Black	*	*	36	*	*	28	-5.4	(3.7)	29
Hispanic	*	*	17	-1.7	(4.4)	16	-1.6	(2.1)	16
Low-income	-6.2	(3.1)	63	-0.8	(2.6)	57	-0.4	(2.7)	57

Table A5. Elementary School Reading Value Added By Grade

School	Grade 3 Reading			Grade 4 Reading			Grade 5 Reading		
	VA	Std. Err.	N	VA	Std. Err.	N	VA	Std. Err.	N
795 Van Hise Elementary									
Nov. 2006-Nov. 2008	-5.5	(2.7)	94	0.2	(2.1)	89	-1.2	(2.2)	84
Nov. 2007-Nov. 2009	-1.1	(2.6)	116	1.7	(1.9)	104	-1.0	(2.1)	95
Nov. 2008-Nov. 2010	3.4	(2.6)	110	1.8	(2.0)	119	-1.4	(1.9)	104
Subgroups, 2008-10:									
Disability	11.8	(8.7)	7	2.8	(5.7)	6	-6.2	(5.8)	10
ELL	*	*	19	2.0	(2.2)	14	-2.2	(4.6)	14
Black	*	*	5	*	*	6	-1.5	(5.1)	7
Hispanic	*	*	7	-1.0	(5.3)	6	*	*	3
Low-income	2.1	(5.0)	14	4.8	(3.5)	19	-4.1	(3.7)	25

Table A6. Middle School Reading Value Added By Grade

School	Grade 6 Reading			Grade 7 Reading		
	VA	Std. Err.	N	VA	Std. Err.	N
690 Black Hawk Middle						
Nov. 2006-Nov. 2008	1.0	(1.0)	215	0.2	(1.9)	212
Nov. 2007-Nov. 2009	0.5	(1.1)	231	-0.9	(1.5)	213
Nov. 2008-Nov. 2010	-0.8	(1.3)	248	-2.6	(1.4)	230
Subgroups, 2008-10:						
Disability	-2.6	(2.7)	33	-3.9	(3.0)	38
ELL	*	*	51	*	*	43
Black	*	*	59	-2.3	(2.6)	44
Hispanic	*	*	28	*	*	27
Low-income	*	*	143	*	*	121
90 Cherokee Heights Middle						
Nov. 2006-Nov. 2008	0.2	(0.9)	345	-2.9	(1.6)	313
Nov. 2007-Nov. 2009	-0.8	(1.0)	314	-1.8	(1.3)	359
Nov. 2008-Nov. 2010	1.5	(1.2)	297	0.8	(1.2)	326
Subgroups, 2008-10:						
Disability	2.7	(2.4)	54	0.8	(2.7)	57
ELL	*	*	52	*	*	59
Black	*	*	87	0.0	(2.1)	85
Hispanic	*	*	49	*	*	53
Low-income	*	*	166	*	*	166
810 Hamilton Middle						
Nov. 2006-Nov. 2008	-0.8	(0.9)	449	6.6	(1.3)	467
Nov. 2007-Nov. 2009	0.3	(0.9)	439	3.1	(1.2)	463
Nov. 2008-Nov. 2010	0.2	(1.1)	438	-0.5	(1.1)	447
Subgroups, 2008-10:						
Disability	0.7	(2.7)	33	0.6	(3.0)	42
ELL	*	*	37	*	*	32
Black	*	*	27	1.6	(2.9)	25
Hispanic	*	*	27	*	*	17
Low-income	*	*	76	*	*	79
440 James Wright Middle						
Nov. 2006-Nov. 2008	-0.9	(1.0)	159	3.7	(2.1)	150
Nov. 2007-Nov. 2009	-0.8	(1.2)	161	-0.1	(1.7)	147
Nov. 2008-Nov. 2010	-1.5	(1.5)	156	-0.1	(1.6)	152
Subgroups, 2008-10:						
Disability	-2.5	(2.6)	39	3.5	(3.0)	33
ELL	*	*	67	*	*	61
Black	*	*	52	2.1	(2.5)	46
Hispanic	*	*	53	*	*	53
Low-income	*	*	134	*	*	129

Table A6. Middle School Reading Value Added By Grade

School	Grade 6 Reading			Grade 7 Reading		
	VA	Std. Err.	N	VA	Std. Err.	N
370 Jefferson Middle						
Nov. 2006-Nov. 2008	0.5	(1.0)	249	-0.2	(1.8)	248
Nov. 2007-Nov. 2009	1.8	(1.0)	291	-0.6	(1.4)	246
Nov. 2008-Nov. 2010	1.4	(1.2)	343	-1.9	(1.3)	306
Subgroups, 2008-10:						
Disability	0.5	(2.3)	62	-1.7	(2.8)	51
ELL	*	*	34	*	*	33
Black	*	*	61	-3.6	(2.6)	42
Hispanic	*	*	29	*	*	20
Low-income	*	*	107	*	*	87
540 O'Keefe Middle						
Nov. 2006-Nov. 2008	-0.6	(1.0)	268	-2.9	(1.8)	238
Nov. 2007-Nov. 2009	0.1	(1.1)	268	0.8	(1.4)	258
Nov. 2008-Nov. 2010	0.2	(1.3)	255	2.2	(1.3)	267
Subgroups, 2008-10:						
Disability	2.3	(2.7)	36	-1.1	(2.9)	46
ELL	*	*	22	*	*	26
Black	*	*	46	2.3	(2.6)	45
Hispanic	*	*	21	*	*	21
Low-income	*	*	114	*	*	112
665 Sennett Middle						
Nov. 2006-Nov. 2008	-0.4	(0.9)	372	-2.2	(1.5)	372
Nov. 2007-Nov. 2009	-1.3	(1.0)	368	-1.0	(1.2)	393
Nov. 2008-Nov. 2010	-2.8	(1.2)	355	-0.5	(1.2)	382
Subgroups, 2008-10:						
Disability	-1.7	(2.3)	69	-3.2	(2.4)	78
ELL	*	*	76	*	*	74
Black	*	*	84	-1.9	(2.2)	82
Hispanic	*	*	69	*	*	76
Low-income	*	*	203	*	*	202
710 Sherman Middle						
Nov. 2006-Nov. 2008	0.7	(1.0)	238	0.1	(1.7)	279
Nov. 2007-Nov. 2009	0.3	(1.1)	223	0.9	(1.5)	236
Nov. 2008-Nov. 2010	-1.3	(1.3)	229	1.5	(1.4)	212
Subgroups, 2008-10:						
Disability	-3.8	(2.6)	41	1.3	(3.2)	32
ELL	*	*	60	*	*	57
Black	*	*	60	0.2	(2.3)	62
Hispanic	*	*	34	*	*	31
Low-income	*	*	148	*	*	137

Table A6. Middle School Reading Value Added By Grade

School	Grade 6 Reading			Grade 7 Reading		
	VA	Std. Err.	N	VA	Std. Err.	N
850 Spring Harbor Middle						
Nov. 2006-Nov. 2008	-0.1	(1.0)	167	2.0	(2.0)	171
Nov. 2007-Nov. 2009	0.5	(1.1)	168	1.6	(1.6)	174
Nov. 2008-Nov. 2010	1.0	(1.5)	169	-1.4	(1.5)	171
Subgroups, 2008-10:						
Disability	-0.9	(2.9)	23	-1.3	(3.3)	24
ELL	*	*	8	*	*	14
Black	*	*	19	-2.2	(3.0)	21
Hispanic	*	*	5	*	*	9
Low-income	*	*	52	*	*	44
620 Toki Middle						
Nov. 2006-Nov. 2008	0.7	(0.9)	350	-4.2	(1.5)	353
Nov. 2007-Nov. 2009	0.7	(1.0)	334	-3.0	(1.3)	325
Nov. 2008-Nov. 2010	2.7	(1.3)	287	2.5	(1.3)	308
Subgroups, 2008-10:						
Disability	4.6	(2.4)	54	1.7	(2.5)	71
ELL	*	*	39	*	*	32
Black	*	*	86	2.4	(2.1)	89
Hispanic	*	*	30	*	*	28
Low-income	*	*	143	*	*	138
315 Whitehorse Middle						
Nov. 2006-Nov. 2008	0.0	(1.0)	281	-0.2	(1.7)	275
Nov. 2007-Nov. 2009	-1.1	(1.0)	290	0.8	(1.4)	283
Nov. 2008-Nov. 2010	-1.1	(1.3)	272	-0.3	(1.3)	284
Subgroups, 2008-10:						
Disability	0.0	(2.5)	47	4.3	(2.8)	48
ELL	*	*	24	*	*	35
Black	*	*	45	2.0	(2.4)	56
Hispanic	*	*	23	*	*	33
Low-income	*	*	115	*	*	129

Appendix Tables A7, A8, A9, and A10: Value-Added Coefficients from the MMSD Model

Tables A7, A8, A9, and A10 present the coefficients used to make adjustments for pretest scores and student characteristics when measuring value added in Madison. These coefficients come from a statistical analysis that compares students in the same schools with each other. The result is a district-wide measure of intra-school differences across students of different demographic groups, controlling for all other measurable characteristics.

The coefficients on student characteristics measure the statistical relationship between test score improvement and student characteristics within MMSD. Often, these are relative to an omitted student characteristic. For example, the race characteristics are listed as Asian, black, Hispanic, Native American, and biracial, with white as the omitted. Note that the coefficient in Table A7 on black for elementary grades in math for November 2008 to November 2010 is -4.4. This implies that black elementary school students gained about 4 points less on the WKCE than observationally similar white students across MMSD.

The omitted student characteristics are:

- Male (coefficient on female measured relative to male);
- White (coefficient on black, Hispanic, etc. measured relative to white);
- Without disability (coefficients on disability measured relative to without disability);
- Not ELL (coefficients on ELL measured relative to non-ELL);
- No free or reduced-price lunch (coefficients on FRL measured relative to non-FRL);
- Parent with high school diploma (coefficients on parent education measured relative to parent with high school diploma);
- Not full academic year (coefficients on FAY measured relative to non-FAY)

The choice of omitted student characteristic has no intrinsic or statistical value; the results of the value-added model would not change were, for example, female rather than male the omitted.

The pretest score coefficients measure the relationship between test scores from one year to the next from one grade to the next. For example, in Table A7, the coefficient on 2008 third-grade pretest score in the model of math value added from November 2008 to November 2010 is 0.85. This implies that third-graders who scored one point higher on the 2008 math WKCE scored 0.85 points higher on the 2009 math WKCE as fourth graders on average. Note that, in some cases, these coefficients are measured twice. For example, the coefficient on 2008 third-grade pretest score is also measured in the model of math value added from November 2007 to November 2009. It is also equal to 0.85 in that case, but it does not necessarily have to be the same (although it should be close). The coefficients are measured twice because the value-added model is measured separately for each overlapping period. Since the periods overlap, the same parameter is measured twice, and since different data are covered each time, the estimate of that parameter may be slightly different. The pretest coefficients are important for properly measuring improvement on the WKCE from one test to the next. In particular, they adjust for the possibility of it being easier or more difficult to gain points on the WKCE from one year to the next from a higher or lower initial score.

It is important to note that these coefficients measure gaps that control for differences across the other student characteristics. For example, the black-white gap mentioned above does not include the effects of differences between black students and white students in pretest scores, special education status, low-income status, parents' education, or other student characteristics listed in the table. These effects are controlled for and taken out of the gap. They also do not include differences in the quality of schools attended by black students and white students. For these reasons, these coefficients are often called *partial* coefficients, in the sense that they are the part of differences between students of different groups that cannot be explained with differences across the groups in other measurable variables.

Table A7. Coefficients from Elementary School Math Value-Added Model

Variable	Nov. 2006-Nov. 2008		Nov. 2007-Nov. 2009		Nov. 2008-Nov. 2010	
	Coeff.	Std. Err.	Coeff.	Std. Err.	Coeff.	Std. Err.
Female	0.4	(0.5)	0.0	(0.5)	-0.9	(0.5)
S. E. Asian	0.9	(1.7)	1.4	(1.7)	-0.6	(1.7)
Other Asian	3.6	(1.3)	5.6	(1.3)	7.4	(1.2)
Black	-4.1	(0.9)	-4.3	(0.9)	-4.4	(0.9)
Hispanic	-2.1	(1.3)	-1.1	(1.3)	-3.2	(1.3)
Native American	0.9	(4.1)	-1.2	(3.9)	-3.5	(4.0)
Biracial	-2.7	(1.0)	0.0	(1.0)	0.9	(1.0)
Disability (L.D.)	-14.2	(1.4)	-11.1	(1.5)	-12.9	(1.5)
Disability (Speech)	-3.1	(1.2)	-4.4	(1.2)	-3.5	(1.2)
Disability (Other)	-12.3	(1.1)	-15.0	(1.2)	-14.5	(1.2)
ELL (Beg./Int.)	-3.7	(1.2)	-2.9	(1.2)	-1.0	(1.1)
ELL (Adv.)	2.0	(1.8)	1.1	(2.0)	2.1	(2.4)
Free Lunch	-1.9	(0.8)	-2.9	(0.8)	-3.6	(0.8)
Reduced-Price Lunch	0.2	(1.2)	-1.7	(1.2)	-2.7	(1.2)
Free or R.-P. Lunch	-1.1	(2.6)	5.2	(5.4)	14.8	(4.8)
Parent w/College Degree	2.4	(1.0)	1.4	(1.0)	1.6	(1.1)
Parent w/Graduate Degree	4.5	(1.0)	2.4	(1.0)	2.7	(1.1)
Parent w/o H.S. Diploma	0.0	(1.1)	-0.9	(1.2)	0.6	(1.3)
Parent w/Vocational Degree	1.5	(0.9)	-0.5	(0.9)	0.1	(1.0)
Parent Education Unknown	3.8	(1.0)	2.1	(1.0)	1.2	(0.9)
Full Academic Year	-0.5	(1.3)	2.0	(1.3)	4.3	(1.3)
Grade 3 Score (Nov. 2006)	0.85	(0.02)				
Grade 4 Score (Nov. 2006)	0.92	(0.02)				
Grade 5 Score (Nov. 2006)	0.93	(0.02)				
Grade 3 Score (Nov. 2007)	0.81	(0.02)	0.81	(0.02)		
Grade 4 Score (Nov. 2007)	0.89	(0.02)	0.88	(0.02)		
Grade 5 Score (Nov. 2007)	0.83	(0.02)	0.83	(0.02)		
Grade 3 Score (Nov. 2008)			0.85	(0.02)	0.85	(0.02)
Grade 4 Score (Nov. 2008)			0.95	(0.02)	0.94	(0.02)
Grade 5 Score (Nov. 2008)			0.85	(0.02)	0.84	(0.02)
Grade 3 Score (Nov. 2009)					0.78	(0.02)
Grade 4 Score (Nov. 2009)					0.90	(0.02)
Grade 5 Score (Nov. 2009)					0.89	(0.02)

Table A8. Coefficients from Middle School Math Value-Added Model

Variable	Nov. 2006-Nov. 2008		Nov. 2007-Nov. 2009		Nov. 2008-Nov. 2010	
	Coeff.	Std. Err.	Coeff.	Std. Err.	Coeff.	Std. Err.
Female	-0.7	(0.6)	-2.3	(0.6)	-4.4	(0.6)
S. E. Asian	-0.7	(2.0)	-0.6	(1.9)	-3.2	(1.9)
Other Asian	6.0	(1.5)	4.5	(1.5)	2.1	(1.4)
Black	-3.9	(1.1)	-4.2	(1.0)	-7.0	(1.0)
Hispanic	-2.8	(1.6)	-1.9	(1.5)	-1.6	(1.4)
Native American	0.9	(5.1)	-5.3	(5.5)	-3.8	(4.5)
Biracial	-0.7	(1.2)	-3.0	(1.2)	-3.3	(1.1)
Disability (L.D.)	-9.3	(1.4)	-4.8	(1.3)	-1.4	(1.3)
Disability (Speech)	-4.8	(1.8)	-3.0	(1.7)	-4.7	(1.6)
Disability (Other)	-7.7	(1.2)	-7.0	(1.2)	-7.2	(1.2)
ELL (Beg./Int.)	-2.1	(1.5)	-0.8	(1.4)	1.5	(1.3)
ELL (Adv.)	4.5	(2.0)	0.6	(2.3)	1.1	(2.6)
Free Lunch	-3.0	(1.0)	-1.6	(1.0)	-2.1	(0.9)
Reduced-Price Lunch	-2.6	(1.4)	0.0	(1.4)	-0.1	(1.3)
Free or R.-P. Lunch	2.5	(2.6)	7.7	(5.7)	6.3	(5.4)
Parent w/College Degree	2.6	(1.2)	1.6	(1.2)	2.0	(1.1)
Parent w/Graduate Degree	4.8	(1.2)	4.9	(1.2)	4.6	(1.1)
Parent w/o H.S. Diploma	1.8	(1.4)	0.7	(1.3)	0.4	(1.3)
Parent w/Vocational Degree	1.0	(1.1)	0.2	(1.1)	1.1	(1.0)
Parent Education Unknown	1.2	(1.3)	0.8	(1.2)	3.0	(1.1)
Full Academic Year	7.2	(1.4)	3.4	(1.4)	2.1	(1.4)
Grade 6 Score (Nov. 2006)	0.83	(0.02)				
Grade 7 Score (Nov. 2006)	0.98	(0.02)				
Grade 6 Score (Nov. 2007)	0.82	(0.02)	0.84	(0.02)		
Grade 7 Score (Nov. 2007)	0.89	(0.02)	0.91	(0.02)		
Grade 6 Score (Nov. 2008)			0.81	(0.02)	0.82	(0.02)
Grade 7 Score (Nov. 2008)			0.89	(0.02)	0.89	(0.02)
Grade 6 Score (Nov. 2009)					0.84	(0.02)
Grade 7 Score (Nov. 2009)					1.10	(0.02)

Table A9. Coefficients from Elementary School Reading Value-Added Model

Variable	Nov. 2006-Nov. 2008		Nov. 2007-Nov. 2009		Nov. 2008-Nov. 2010	
	Coeff.	Std. Err.	Coeff.	Std. Err.	Coeff.	Std. Err.
Female	1.0	(0.6)	1.7	(0.6)	1.6	(0.5)
S. E. Asian	-2.2	(1.9)	-2.9	(1.8)	-5.0	(1.8)
Other Asian	-0.6	(1.3)	1.6	(1.3)	1.0	(1.3)
Black	-7.2	(1.0)	-4.9	(1.0)	-5.9	(0.9)
Hispanic	-2.1	(1.4)	-1.9	(1.3)	-2.8	(1.3)
Native American	2.6	(4.3)	-5.3	(4.2)	-3.9	(4.1)
Biracial	-4.7	(1.1)	-2.1	(1.1)	-0.7	(1.0)
Disability (L.D.)	-10.6	(1.5)	-5.5	(1.6)	-8.5	(1.6)
Disability (Speech)	-5.9	(1.3)	-3.6	(1.3)	-2.4	(1.3)
Disability (Other)	-7.8	(1.2)	-7.7	(1.2)	-11.4	(1.2)
ELL (Beg./Int.)	-1.1	(1.3)	-1.4	(1.3)	-1.3	(1.2)
ELL (Adv.)	1.3	(1.9)	1.6	(2.1)	2.6	(2.6)
Free Lunch	-2.8	(0.9)	-2.6	(0.9)	-3.7	(0.9)
Reduced-Price Lunch	-0.4	(1.3)	-1.9	(1.3)	-2.7	(1.3)
Free or R.-P. Lunch	-1.2	(2.7)	11.9	(6.1)	10.1	(5.3)
Parent w/College Degree	4.1	(1.1)	1.8	(1.1)	0.7	(1.1)
Parent w/Graduate Degree	6.4	(1.1)	4.9	(1.1)	1.2	(1.1)
Parent w/o H.S. Diploma	0.9	(1.2)	-1.5	(1.3)	-1.6	(1.3)
Parent w/Vocational Degree	1.9	(1.0)	0.2	(1.0)	-1.5	(1.0)
Parent Education Unknown	4.5	(1.1)	1.7	(1.0)	-0.7	(1.0)
Full Academic Year	2.0	(1.3)	2.8	(1.3)	2.9	(1.3)
Grade 3 Score (Nov. 2006)	0.99	(0.02)				
Grade 4 Score (Nov. 2006)	0.91	(0.02)				
Grade 5 Score (Nov. 2006)	0.82	(0.02)				
Grade 3 Score (Nov. 2007)	1.01	(0.02)	1.02	(0.02)		
Grade 4 Score (Nov. 2007)	0.92	(0.02)	0.93	(0.02)		
Grade 5 Score (Nov. 2007)	0.89	(0.02)	0.91	(0.02)		
Grade 3 Score (Nov. 2008)			1.00	(0.02)	1.00	(0.02)
Grade 4 Score (Nov. 2008)			0.88	(0.02)	0.88	(0.02)
Grade 5 Score (Nov. 2008)			0.85	(0.02)	0.85	(0.02)
Grade 3 Score (Nov. 2009)					1.07	(0.02)
Grade 4 Score (Nov. 2009)					0.83	(0.02)
Grade 5 Score (Nov. 2009)					0.88	(0.02)

Table A10. Coefficients from Middle School Reading Value-Added Model

Variable	Nov. 2006-Nov. 2008		Nov. 2007-Nov. 2009		Nov. 2008-Nov. 2010	
	Coeff.	Std. Err.	Coeff.	Std. Err.	Coeff.	Std. Err.
Female	1.2	(0.7)	1.4	(0.6)	-0.4	(0.6)
S. E. Asian	-0.8	(2.2)	0.0	(2.1)	-0.1	(2.0)
Other Asian	3.2	(1.7)	1.0	(1.6)	0.2	(1.5)
Black	-4.7	(1.2)	-3.9	(1.1)	-4.5	(1.1)
Hispanic	-2.5	(1.7)	-0.5	(1.6)	0.2	(1.5)
Native American	-12.7	(5.6)	-5.6	(6.2)	7.5	(4.8)
Biracial	-0.5	(1.4)	-1.1	(1.3)	-1.3	(1.2)
Disability (L.D.)	-6.3	(1.5)	-1.7	(1.4)	-4.4	(1.3)
Disability (Speech)	-1.8	(2.0)	-3.4	(1.8)	-3.3	(1.8)
Disability (Other)	-5.5	(1.4)	-1.0	(1.3)	-5.4	(1.3)
ELL (Beg./Int.)	-0.2	(1.7)	0.4	(1.5)	1.3	(1.5)
ELL (Adv.)	0.1	(2.2)	-0.6	(2.6)	0.4	(2.9)
Free Lunch	-0.7	(1.1)	-1.2	(1.0)	-0.6	(1.0)
Reduced-Price Lunch	-0.5	(1.6)	-0.8	(1.5)	-0.7	(1.5)
Free or R.-P. Lunch	-3.6	(3.1)	-3.5	(6.7)	3.7	(6.3)
Parent w/College Degree	2.2	(1.3)	1.2	(1.3)	2.7	(1.2)
Parent w/Graduate Degree	5.4	(1.3)	4.4	(1.3)	4.5	(1.2)
Parent w/o H.S. Diploma	0.7	(1.5)	-0.6	(1.4)	0.0	(1.4)
Parent w/Vocational Degree	2.1	(1.2)	-0.7	(1.1)	0.2	(1.1)
Parent Education Unknown	4.8	(1.5)	0.3	(1.3)	0.7	(1.2)
Full Academic Year	3.2	(1.6)	1.4	(1.5)	3.6	(1.5)
Grade 6 Score (Nov. 2006)	0.85	(0.02)				
Grade 7 Score (Nov. 2006)	0.96	(0.02)				
Grade 6 Score (Nov. 2007)	0.91	(0.02)	0.93	(0.02)		
Grade 7 Score (Nov. 2007)	0.87	(0.02)	0.88	(0.02)		
Grade 6 Score (Nov. 2008)			0.84	(0.02)	0.83	(0.02)
Grade 7 Score (Nov. 2008)			0.91	(0.02)	0.90	(0.02)
Grade 6 Score (Nov. 2009)					0.86	(0.02)
Grade 7 Score (Nov. 2009)					0.98	(0.02)



January 3, 2011

**Appendix MMM-7-2
January 31, 2011**

TO: Board of Education

FROM: Daniel A. Nerad, Superintendent

RE: Summer School

I. Introduction

A. Title or topic/reason for report or presentation – This item has the following two purposes:

- 1) To provide the Board of Education (BOE) with an informational report on 2010 Extended Learning Summer School (ELSS), High School Summer School and Summer School Enrichment.
- 2) To provide the BOE with the 2011 proposed Summer School Program and Budget.

B. Presenter or contact person for the presentation – Sue Abplanalp, Erik Kass, and Scott Zimmerman

C. Background information – The district provided a comprehensive Extended Learning Summer School (ELSS) program, K-Ready (entering Kindergarten) through 8th grade, at six sites. At each site, there was direction by a principal, professional librarian resources were available, breakfast and lunch were served, and MSCR offered recreation options to students. Specific programs such as bilingual classes, ESL classes, and 8th grade promotion classes were offered at some of the sites.

The Extended Learning Summer School academic program served 2,552 students. This represents an increase of 253 students from the previous summer. The enrichment program served 464 students (plus an additional 176 ELSS students). This represents a decrease of 71 students served.

The primary purpose of Extended Learning Summer School is to provide more time and access to the core curriculum (literacy and math) for those students who either through lack of perseverance or opportunity to learn did not meet grade level standards as measured by report cards.

Secondarily, Extended Learning Summer School provides a benefit to those students who experience the greatest summer learning loss due to the lack of engagement in educational activities in the summer.

The Madison Metropolitan School District's comprehensive summer school program has proven to be a successful intervention for those students attending by:

- increasing academic skills.
- providing credit recovery for high school students.
- providing safe, appropriate enrichment and recreational activities.

D. Describe the action requested of the BOE – Review 2011 Summer School Model and consider approval of either Proposed Budget Option 1 or Option 2. The Summer School Budget for 2011 has two options based on student enrollment: (1) typical enrollment increase of 250 students or (2) enrollment increase of 500-800 students (see Appendix C).

II. Summary of Current Information

A. Provide a brief synthesis of the topic –

Summer School 2010 Summary:

Extended Learning Summer School, K-Ready through 8th grade, served a total of 2,552 students in academic classes. This represents an increase of 253 students from the previous summer.

At the end of the 2009/10 school year, there were 48 fourth graders and 49 eighth graders who did not meet promotion criteria. This is an increase in 4th graders and a decrease in 8th graders not meeting promotion criteria from the previous year. At the end of 2010 summer school, 94% of the fourth graders and 90% of the eighth graders successfully passed the promotion summer school class. The percent of successful students in summer school increased over the previous year.

There was a slight increase in the number of students served in the ESL and bilingual programs. Participation went from 368 students in the summer of 2009 to 397 students in the summer of 2010.

The MSCR afternoon programs served over 2,100 students, K-Ready through 8th grade. This represents approximately 84% percent of the students enrolled in Extended Learning Summer School.

The Enrichment program, Kindergarten through 8th grade, served a total of 640 students.

The High School program served a total of 1,426 students. Fifty-six students completed their graduation requirements at the end of the summer.

For more information and data on the 2010 summer school program, see Appendix A.

2011 ELSS Model (K-Ready – 8th Grade):

The vision for ELSS is to increase achievement for all students by providing extended learning, effective interventions, and enrichment opportunities (Cooper, 1996). The morning program would be at neighborhood schools and include a healthy breakfast and lunch with highly qualified teachers offering accelerated and engaging instruction in small class settings to prevent academic skill loss. In the afternoon, high interest recreational and enrichment activities (e.g., MSCR) would be provided to enhance engagement (Downey et. al., 2004; Duffett et. al., 2004). Summer school would be similar to the school year with academic offerings K-Ready through 8th grade. Research-based practices and interventions would be utilized to increase opportunities for learning and to enhance student achievement across the district (Odden & Archibald, 2008). Students with disabilities and English Language Learners

would have access to core curriculum via Universal Design for Learning (UDL) along with non-disabled peers.

The ELSS should be open to all students, especially those with few summer options. Students would be identified in three ways: (1) flagged due to academic low performance or retention, (2) have an Extended School Year (ESY) individualized education plan (IEP), and (3) interest and application for enrichment. Summer school offerings for students who struggle would consist of acceleration, credit recovery and extra time to learn specific content area(s). Higher achieving students would have opportunities for enrichment with curriculum appropriately differentiated to provide rigor. The goal of summer school for all students would be to prevent learning losses over the summer, while also increasing academic skills to prepare students for the next instructional level (see Appendix B).

ELSS Enrollment: Over the last 5 years, ELSS student enrollment (K-Ready through 8th grade) has increased as follows:

- 2006 – 1,640
- 2007 – 1,903
- 2008 – 2,041
- 2009 – 2,299
- 2010 – 2,552

B. Clearly label any recommendations -

Review 2011 Summer School Model and consider approval of either Proposed Budget Option 1 or Option 2. The Summer School Budget for 2011 has two options based on student enrollment: (1) typical enrollment increase of 250 students or (2) enrollment increase of 500-800 students (see Appendix C).

C. Link each element summarized to supporting detail - N/A

III. Implications

A. Budget – The Summer School Budget for 2011 has two options based on student enrollment: (1) typical enrollment increase of 250 students or (2) enrollment increase of 500-800 students (see Appendix C).

B. Strategic Plan - The role of Extended Learning Summer School is critical to closing the achievement gap and preparing all students for the 21st Century. Research tells us that over 50% of the achievement gap between lower and higher income students is directly related to unequal learning opportunities over the summer (Alexander et al., 2007). Extended Learning Summer School is a valuable time for students to receive extra practice and learning in academic areas for accelerated learning (remediation) or to receive enrichment opportunities. The following are examples of the role that Extended Learning Summer School plays in the MMSD Strategic Plan to close the achievement gap: (1) increase student participation in advanced placement classes by providing early and extended learning opportunities, (2) provide increased time and opportunity for Response to Intervention (RTI), (3) increase post-secondary transition outcomes for students through extended supported employment, (4) increase high school credit attainment and graduation rates, (5) increase student scores at the proficient level on standards based grades and indirectly make a positive impact on student climate surveys, (6) use extended learning as a time to recruit new teachers and administrators, particularly those with diverse race and cultural backgrounds. Extended Learning Summer School opportunities play a critical role in

preparing and providing additional practices to learn these key skills for school success and engagement within the MMSD strategic plan.

C. Equity Plan – The ELSS should be equitable and open to all students, especially those with few summer options.

D. Implications for other aspects of the organization – N/A

IV. Supporting documentation:

Appendix A: 2010 Summer School Report

Appendix B: Proposed 2011 Summer School Model

Appendix C: Proposed 2011 Summer School Budget Options 1 and 2

Appendix A

Madison Metropolitan School District

2010 Summer School Report

Scott Zimmerman, Director for Early & Extended Learning

1/3/11

2010
Extended Learning Summer School (ELSS),
Enrichment and High School Summer School Report

Elementary/Middle Comprehensive Summer School 2010

Program Description

The district provided a comprehensive Extended Learning Summer School (ELSS) program, K-Ready (entering Kindergarten) through 8th grade, at six sites. At each site, there was direction by a principal, professional librarian resources were available, breakfast and lunch were served, and MSCR offered recreation options to students. Specific programs such as bilingual classes, ESL classes, and 8th grade promotion classes were offered at some of the sites.

The academic program served 2,552 students. This represents an increase of 253 students from the previous summer. The enrichment program served 464 students (plus an additional 176 ELSS students). This represents a decrease of 71 students served. Specific summer school programs included:

Program	Intended Student Population
K-Ready	Students whose kindergarten screener indicated need and will be entering kindergarten September 2010
K-2 Literacy	Students who received a 2 or a 1 on specific literacy report card items
Grades 3, 4, and 5 Literacy	Students who received a 2 or a 1 on specific literacy report card items
Grades 3, 4, and 5 Math	Students who received a 2 or a 1 on specific math report card items
Grade 4 Promotion	See Promotion Criteria (BOE Policy 3537)
K-5 Bilingual	Spanish-speaking students in bilingual programs who meet report card criteria
Grades 6 and 7 Literacy	Students with 2.0 or lower GPA or a 1 on the WKCE
Grades 6 and 7 Math	Students with 2.0 or lower GPA or a 1 on the WKCE
K-8 ESL	All students at DPI Level 1 with oral proficiency below 3
Grade 8 Promotion	See Promotion Criteria (BOE Policy 3537)
Enrichment	Students who have demonstrated an interest in the subject matter and are performing at or above grade level expectations in the area

Site enrollment and specific programs were as follows (counts of students are unduplicated): All 4th grade promotion students were integrated into regular 4th grade classes based on the elementary school where they live. Attachment C provides specific enrollment counts by course.

Allis

Academic Enrollment: 481 students
Enrichment: 54 students
 Programs: K-Ready
 K, 1, 2, 3, 4, 5
 DPI 1 and 2 Bilingual Spanish
 ESL (English Language Development)

Van Hise/Hamilton

Academic Enrollment: 368 students
Enrichment: 348 students
 Programs: K-Ready
 K, 1, 2, 3, 4, 5, 6, 7
 Middle School ESL
 Grade 8 Promotion

Huegel

Academic Enrollment: 459 students
Enrichment: 28 students
 Programs: K-Ready
 K, 1, 2, 3, 4, 5
 DPI 1 and 2 Bilingual Spanish

Schenk/Whitehorse

Academic Enrollment: 408 students
 Programs: K-Ready
 K, 1, 2, 3, 4, 5, 6, 7
 Grade 8 Promotion

Thoreau

Academic Enrollment: 491 students
Enrichment: 34 students
 Programs: K-Ready
 K, 1, 2, 3, 4, 5
 DPI 1 and 2 Bilingual Spanish
 ESL (English Language Development)

Gompers/Black Hawk

Academic Enrollment: 345 students
 Programs: K-Ready
 K, 1, 2, 3, 4, 5, 6, 7

**K-Ready Program
408 Students (Including Bilingual Students)**

The K-Ready program was developed to address the academic needs of students registered to attend an MMSD school in the fall. This program has expanded from 120 students in the summer of 2003 to 408 students in the summer of 2010. Kindergarten screener results (administered spring 2010) were used to identify potential participants.

Class size was limited to approximately 13 students and classes were distributed across six sites. Programming included a full morning of developmentally appropriate literacy activities in a variety of instructional settings including large group, small groups, learning centers, independent, and one-on-one. In all cases, volunteers were available to assist the children.

Student Profile

Subgroup	
Male	62%
Minority	87%
Low Income	80%
Special Ed	14%
ELL	57%

**STARS Program
23 Pre-Kindergarten and 17 Kindergarten Students**

STARS (Summer Training of At-Risk Students) is a program that has been operating for over 20 years at Leopold Elementary. Since Leopold was not an ELSS site, the STARS program took place at Huegel Elementary. It serves K-Ready and Kindergarten students including ESL and bilingual students. The STARS program is funded as part of Extended Learning Summer School.

The STARS program serves a similar student population but has a slightly different program model than ELSS. The K-Ready and Kindergarten curriculum and assessment are similar. The program runs for six weeks and includes a required parent participation and training component.

Student Profile

Subgroup	
Male	57%
Minority	95%
Low Income	90%
Special Ed	10%
ELL	62%

**Literacy for Students Completing Kindergarten, 1st and 2nd Grades
577 Students**

The literacy program, initiated in summer 2001 to serve students from four elementary schools and those living on Allied Drive, grew in summer 2004 to have the capacity to serve all eligible students in the district.

Programming included a full morning of literacy instruction targeted to student learning needs. Summer school teachers had access to students' literacy profiles which contain the results of the Primary Literacy Assessments, thus providing teachers with information regarding students' learning strengths and needs. Based on student needs, the morning instruction may have included concepts about print, comprehension, fluency, high frequency words, literary appreciation, phonemic awareness, phonics, strategies and vocabulary development.

In the summer of 2008, 30 minutes per day of math instruction was added to all Kindergarten, 1st and 2nd grade classrooms. Math instruction is now a regular part of summer school.

Student Profile

Subgroup	Literacy
Male	56%
Minority	79%
Low Income	81%
Special Ed	17%
ELL	28%

**Math and Literacy for Students Completing 3rd, 4th, and 5th Grades
673 Math Students and 792 Literacy Students**

This program included two hours of literacy instruction and two hours of math instruction for eligible students.

Programming included two hours of math instruction focused on number, operations, and algebraic relationship standards and was designed to help students develop the number knowledge and mathematical understanding they would need to be successful. The two hours of literacy instruction focused on reading comprehension and writing clarity.

Student Profile

Subgroup	Math	Literacy
Male	44%	45%
Minority	81%	82%
Low Income	81%	81%
Special Ed	14%	15%
ELL	36%	39%

**Fourth Grade Promotion
48 Students**

To be promoted from fourth grade, a student must have a grade of "2" or higher on the 4th grade report card in each of the core content areas. If a student has a grade of "1" on his/her 4th grade report card in any of the core content areas, the student may be promoted if s/he has a score of "basic" or above on the WKCE in each content area where the report card grade was "1." However, if a student meets neither of these criteria, the student may be promoted if the student's academic performance is such that he/she passes a District-approved summer school program that the student takes between his/her 4th and 5th grade school years. The fourth grade promotion classes were offered in response to this Board of Education Policy (#3537).

Fourth grade promotion students were integrated into regular 4th grade literacy and math classes across the six elementary sites. Progress of these students was more closely monitored.

Student Profile

Subgroup	Math	Literacy
Male	39%	33%
Minority	85%	90%
Low Income	87%	90%
Special Ed	2%	0%

Results

Forty-five students (94%) successfully passed the required summer school courses to be promoted to 5th grade.

**Math and Literacy for Students Completing 6th and 7th Grades
212 Math Students and 257 Literacy Students**

This program included two hours of literacy instruction and two hours of math instruction for eligible students.

Programming included two hours of math instruction focused on the development of understanding of fractions, decimals, percent, proportional thinking, and algebraic thinking and two hours of literacy instruction focused on reading comprehension strategies and writing clarity.

Student Profile

Subgroup	Math	Literacy
Male	53%	55%
Minority	82%	83%
Low Income	82%	82%
Special Ed	26%	26%
ELL	29%	35%

**Eighth Grade Promotion Classes
49 students**

To be promoted from eighth grade, a student must have a 1.67 cumulative GPA during 7th and 8th grade in courses aligned to the 8th Grade Wisconsin Model Academic Standards in each of the core content areas (English/Language Arts, Math, Science, and Social Studies). If the student's performance on the WKCE is "basic" or above in each content area where the GPA was below 1.67, the student shall be promoted. However, if the student meets neither of these criteria, the student may be promoted if the student's academic performance is such that he/she passes a District-approved summer school program that the student takes between his/her 8th and 9th grade school years. The eighth grade promotion classes were offered in response to this Board of Education Policy (#3537).

Eighth grade promotion classes were offered at two summer school sites – Van Hise/Hamilton and Schenk/Whitehorse. Depending upon eligibility, students enrolled in either the literacy class or the math class or both. Students in the literacy class received two hours of instruction in literacy using the Read 180 model. Students in the math class received two hours of instruction on specific math standards including proportional reasoning, algebraic reasoning, and mathematical communication.

Student Profile

Subgroup	Math	Literacy
Male	46%	62%
Minority	96%	95%
Low Income	93%	92%
Special Ed	14%	31%
ELL	36%	13%

Results

Forty-four students (90%) successfully passed required summer school courses to be promoted to 9th grade.

K-5 Bilingual Classes
70 K-2 Literacy Students; 64 Grades 3-5 Literacy and Math Students

This program provided primary language literacy instruction (grades K-2) and primary language math and literacy instruction (grades 3-5) for Spanish-speaking students in bilingual programs who meet report card criteria in Spanish and who are currently in bilingual classrooms.

K-2 literacy teachers had access to students' literacy profiles which contained the results of the Spanish Primary Literacy Assessments, thus providing teachers with information regarding students' learning strengths and needs. Based on student needs, the morning instruction may have included concepts about print, comprehension, fluency, high frequency words, literary appreciation, phonemic awareness, phonics, strategies, and vocabulary development.

Grades 3-5 bilingual programming included two hours of math instruction focused on number, operations, and algebraic relationship standards and was designed to help students develop the number knowledge and mathematical understanding they would need to be successful. The two hours of primary language literacy instruction focused on reading comprehension and writing clarity.

Student Profile

Subgroup	K-2 Literacy	3-5 Literacy and Math
Male	70%	48%
Low Income	91%	88%
Special Ed	10%	9%

ESL (English Language Development) Classes
263 Students (242 grades K-5 and 21 grades 6-8)

This program was designed for English language learners with DPI Level 1, with an oral proficiency below 3 on their ACCESS test and not in bilingual programs. Classes included two hours of literacy instruction and two hours of math instruction.

Grade 6-8 ESL teachers used the Math in Context summer program and the 6-Traits of Writing curriculum to increase and enhance students' academic and linguistic skills. Literacy skills were taught through reading in the content areas of math, science, and social studies.

Student Profile

Subgroup	ESL
Male	61%
Low Income	88%
Special Ed	10%

Madison School and Community Recreation – Afternoon Program

The 2010 Summer Recreation Enrichment Center (SREC) operated at the six summer school sites. Each site offered a variety of activities which included arts and crafts, outdoor adventure, outdoor games, indoor games, fire safety, field trips, swimming, roller skating, cultural fairs and events, etc.

In addition to the SREC centers, ELSS students attended other MSCR programs across the district. MSCR served over 2,100 children entering Kindergarten through 8th grade. Enrollment at the sites was as follows:

	<u>K-Ready</u>	<u>K-5</u>	<u>6-8</u>	<u>Total</u>
Allis	68	316		384
Black Hawk			15	15
BLW (Neighborhood Center)		6		6
Emerson		19		19
Falk		10		10
Glendale		19		19
Gompers	68	176		244
Goodman Community Center	1	2		3
Hamilton			125	125
Huegel	82	301		383
Lowell		13		13
Mendota		20		20
Schenk	61	183		244
Sherman			20	20
Thoreau	74	360		434
Van Hise	38	107		145
Whitehorse			51	51
Wright			16	16
Total	392	1532	227	2151

Approximately 84 percent of the elementary and middle school students enrolled in the Extended Learning Summer School program participated in some MSCR program across the district.

High School Summer School 2010 1,426 Students

Program Description

Courses were offered at East High School and Memorial High School. The summer curriculum included courses in the required content areas of English, math, science, social studies, health, and physical education. In addition, elective courses were offered in keyboarding, computer literacy, art, study skills, algebra prep, ACT/SAT prep, and work experience. (See Attachment A)

Student Profile and Results

1,426 students were enrolled in summer school. 56 students completed graduation requirements.

Enrichment

640 Students (Includes ELSS Students in Enrichment Courses)

In summer 2010, the enrichment program was once again coordinated with the academic summer school program. The Summer Music Experience, an opportunity for 4th – 8th graders to participate in individual and group musical performances, was offered at one of the summer school sites in 2010. Two sessions of enrichment classes (three weeks per session) were offered at six summer school sites. Summer enrichment courses were incorporated into the Madison School & Community Recreation (MSCR) Summer Flyer, and registration was facilitated by MSCR. Details about specific classes and enrollment by class and site are in Attachment B.

Summer School Teacher Professional Development

All academic summer school teachers received a minimum of 16 hours of professional development prior to the start of the six-week program. In the summer of 2010, a total of 427 staff (teachers, student services and classified staff) were hired for summer school. Staffing patterns reflect greater efficiency in scheduling and the increase in ESL/bilingual programs. (See Attachment D.)

**Attachment A: High School Enrollment
Summer School 2010**

Unduplicated Count: 1,426 students
Course Enrollments: 2,583

CourseName	East High	Memorial High	Grand Total
ACT/SAT Prep	23	77	100
Algebra 1	130	115	245
Algebra 2/Trigonometry	22	29	51
Algebra Prep	18	31	49
Algebra/Trigonometry Prep	7		7
Aquatic Biology	24		24
Art I	23		23
Art II	8		8
Art Survey		25	25
Computer Literacy		18	18
Drawing & Design		29	29
English 10	78	88	166
English 11	48	42	90
English 12	11	13	24
English 9	82	114	196
ESL I	15	20	35
ESL II	16	23	39
Geometry	67	145	212
Health	73	61	134
Integrated Science	93	62	155
Keyboarding	29	20	49
Modern US History	39	28	67
Physical Education	122	84	206
Read 180	6	16	22
Science Research Internship	14		14
Social Issues	27	24	51
Study Skills	15	47	62
US History 1	50	55	105
US History 2	40	52	92
Work Experience	77	66	143
World History	54	88	142
Grand Total	1,211	1,372	2,583

**Attachment B: Enrichment Program
Summer School 2010**

Unduplicated Count: 464 students
Course Enrollments: 909

Course	Total	1st	2 nd	3rd	4th	5th	6th	7th	8th	KG
Around World in 15 Days	48	9	5	14	7	1				12
Arts & Crafts	31	9	8	3	4	2				5
Book Crazy	43		1	22	14	6				
Creative Word Art 4-6	24			11	12	1				
CSI: Madison	75			17	20	19	8	11		
Digital Photography	76				26	19	16	13	2	
Drama Design	27		6	7	5	3	3	3		
Field Biology 6-8	19					4	7	8		
Fun & Games	117	36	25	7	6	7				36
Math Magic	33	17	6							10
Math Mania	40			19	18	3				
Practical Physics	48					20	19	8	1	
Science of Fun	66	1	23	22	20					
Science Wizards	124	29	26	20	14	11	1			23
Spoken Word, Spoken Heart	18					8	5	5		
Summer Music Experience	43			4	6	5	11	17		
Upside Down-Inside Out	77	14	8	19	16	10				10
Grand Total	909	115	108	165	168	119	70	65	3	96

Course	Total	Allis	Black Hawk	Huegel	Schenk	Thoreau	Van Hise
Around World in 15 Days	48						48
Arts & Crafts	31					31	
Book Crazy	43						43
Creative Word Art 4-6	24						24
CSI: Madison	75						75
Digital Photography	76						76
Drama Design	27						27
Field Biology 6-8	19						19
Fun & Games	117	39		26			52
Math Magic	33						33
Math Mania	40						40
Practical Physics	48						48
Science of Fun	66						66
Science Wizards	124	57		34		33	
Spoken Word, Spoken Heart	18						18
Summer Music Experience	43						43
Upside Down-Inside Out	77						77
Grand Total	909	96	0	60	0	64	689

**Attachment C: Extended Learning Enrollment
Summer School 2010**

Unduplicated Count 2,552 students
Course Enrollments 3,493

Course Name	Allis	Black Hawk	Huegel	Schenk	Thoreau	Van Hise	Total
Language Arts Grade 1	29	23	44	35	24	19	174
Language Arts Grade 2	22	27	34	27	30	17	157
Language Arts Grade 3	43	49	75	58	53	28	306
Language Arts Grade 4	52	42	72	51	43	19	279
Language Arts Grade 5	37	35	41	33	40	21	207
Language Arts Grade 6		31		37		60	128
Language Arts Grade 7		16		31		82	129
Language Arts Kindergarten	44	38	46	39	56	23	246
Language Arts K-Ready	50	75	54	68	58	47	352
Language Arts Bil/Spn 1-2	31		7		7		45
Language Arts Bil/Spn 3-5	34		22		13		69
Language Arts Bil/Spn Kindergarten	11		4		5		20
Language Arts Bil/Spn K-Ready	24		14		19		57
Literacy ESL 1-2	59						59
Literacy ESL 3-5	21				27		48
Literacy ESL 6-8						21	21
Literacy ESL K-2					114		114
Literacy ESL Kindergarten	21						21
Math Grade 3	35	45	66	54	44	26	270
Math Grade 4	37	37	53	47	39	17	230
Math Grade 5	31	31	35	30	32	14	173
Math Grade 6		27		31		47	105
Math Grade 7		16		24		67	107
Math Promotion 4	10	9	14	6	3	4	46
Math Promotion 8				15		13	28
Reading Promotion 4	3	6	3	3	2	4	21
Reading Promotion 8				22		17	39
Stars Eng Kindergarten			8				8
Stars Eng Pre-Kindergarten			10				10
Stars Spanish Kindergarten			11				11
Stars Spanish Pre-Kindergarten			13				13
Grand Total	594	507	626	611	609	546	3493

**Attachment D: Extended Learning Staffing
Summer School 2010**

I) Teaching Staff			
A) K-READY/ELEMENTARY/MIDDLE (includes TEP)			
	Total	Minority	Non-MMSD
2004	201	14%	24%
2005	175	14%	34%
2006	163	11%	29%
2007	179	10%	42%
2008	203	11%	36%
2009	198	16%	26%
2010	238	12%	27%
B) HIGH SCHOOL			
	Total	Minority	Non-MMSD
2004	55	7%	22%
2005	61	15%	25%
2006	58	9%	24%
2007	57	14%	35%
2008	60	7%	32%
2009	61	11%	26%
2010	63	3%	29%
C) ENRICHMENT			
	Total	Minority	Non-MMSD
2004	49	12%	29%
2005	43	2%	28%
2006	48	2%	29%
2007	46	0%	26%
2008	47	0%	26%
2009	53	2%	26%
2010	51	5%	29%
D) ALTERNATIVE PROGRAMS*			
	Total	Minority	Non-MMSD
2004	NA	NA	NA
2005	3	NA	33%
2006	3	NA	0%
2007	4	0%	0%
2008	3	0%	0%
2009	3	0%	0%
2010	3	0%	0%
E) TEACHING STAFF PAY RATES			
	Level I	Level II	Level III
2004	90%	4%	7%
2005	85%	8%	7%
2006	84%	9%	7%
2007	84%	10%	6%
2008	81%	13%	7%
2009	83%	10%	7%
2010	84%	9%	7%

II. Professional Support Staff			
A) K-READY/ELEMENTARY/MIDDLE			
	Total	Minority	Non-MMSD
2004	11	9%	0%
2005	11	9%	0%
2006	10	10%	0%
2007	10	10%	0%
2008	10	10%	0%
2009	10	10%	0%
2010	10	10%	0%
B) HIGH SCHOOL			
	Total	Minority	Non-MMSD
2004	3	33%	0%
2005	3	33%	0%
2006	8	0%	0%
2007	7	14%	0%
2008	7	0%	0%
2009	6	0%	0%
2010	6	0%	0%
III. Classified Staff			
A) K-READY/ELEMENTARY/MIDDLE			
	Total	Minority	Non-MMSD
2004	39	36%	0%
2005	39	44%	0%
2006	43	47%	0%
2007	38	47%	0%
2008	37	41%	0%
2009	36	33%	0%
2010	37	32%	0%
B) HIGH SCHOOL			
	Total	Minority	Non-MMSD
2004	12	42%	0%
2005	9	44%	0%
2006	11	36%	0%
2007	11	27%	0%
2008	11	36%	0%
2009	25	40%	0%
2010	25	44%	0%
Notes:			
*Alternative Programs services added in 2005			
NA = not applicable			

12/1/10

Appendix B

Madison Metropolitan School District

2011 Summer School Model

Scott Zimmerman, Director for Early & Extended Learning

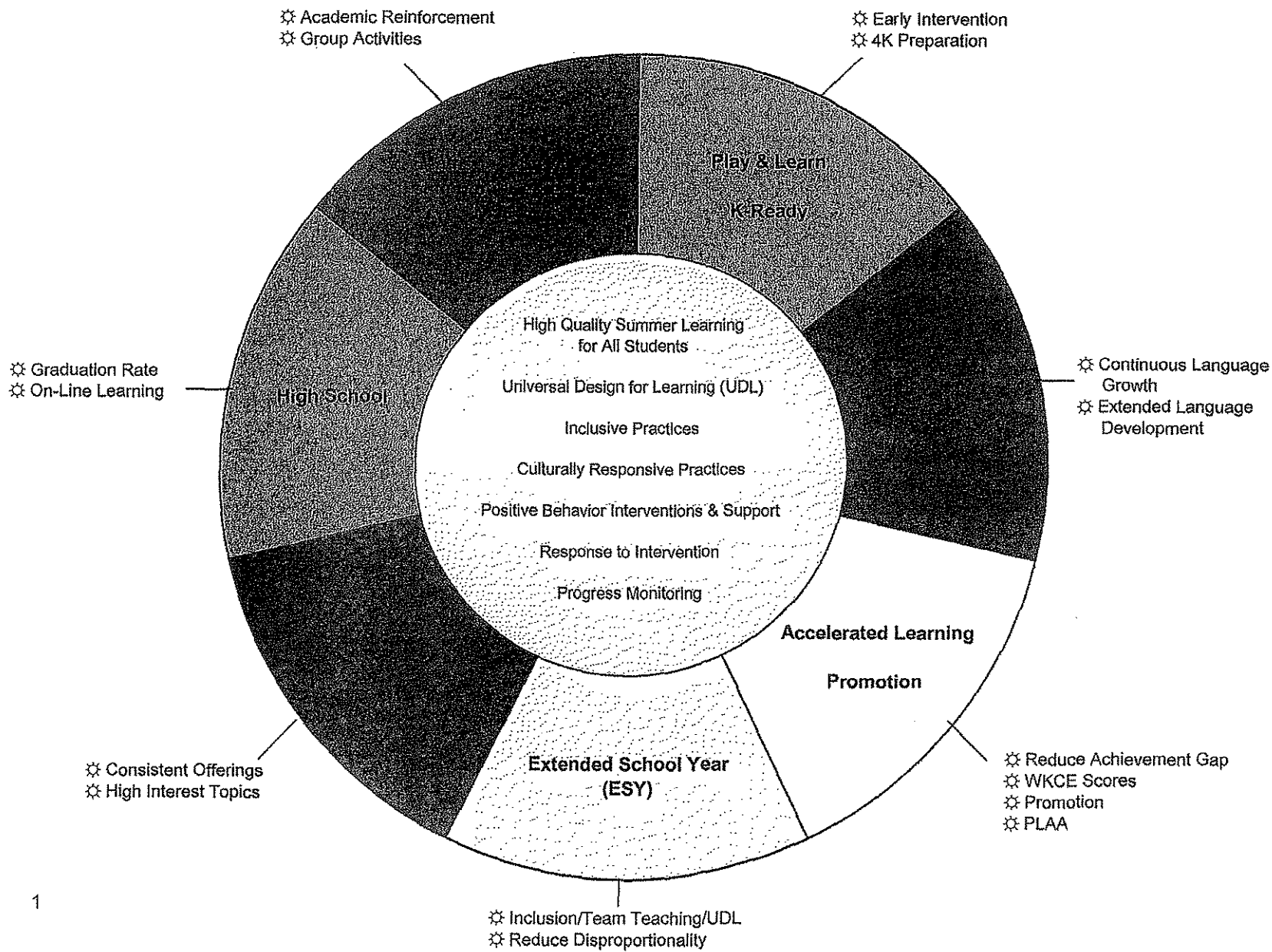
1/3/11

((

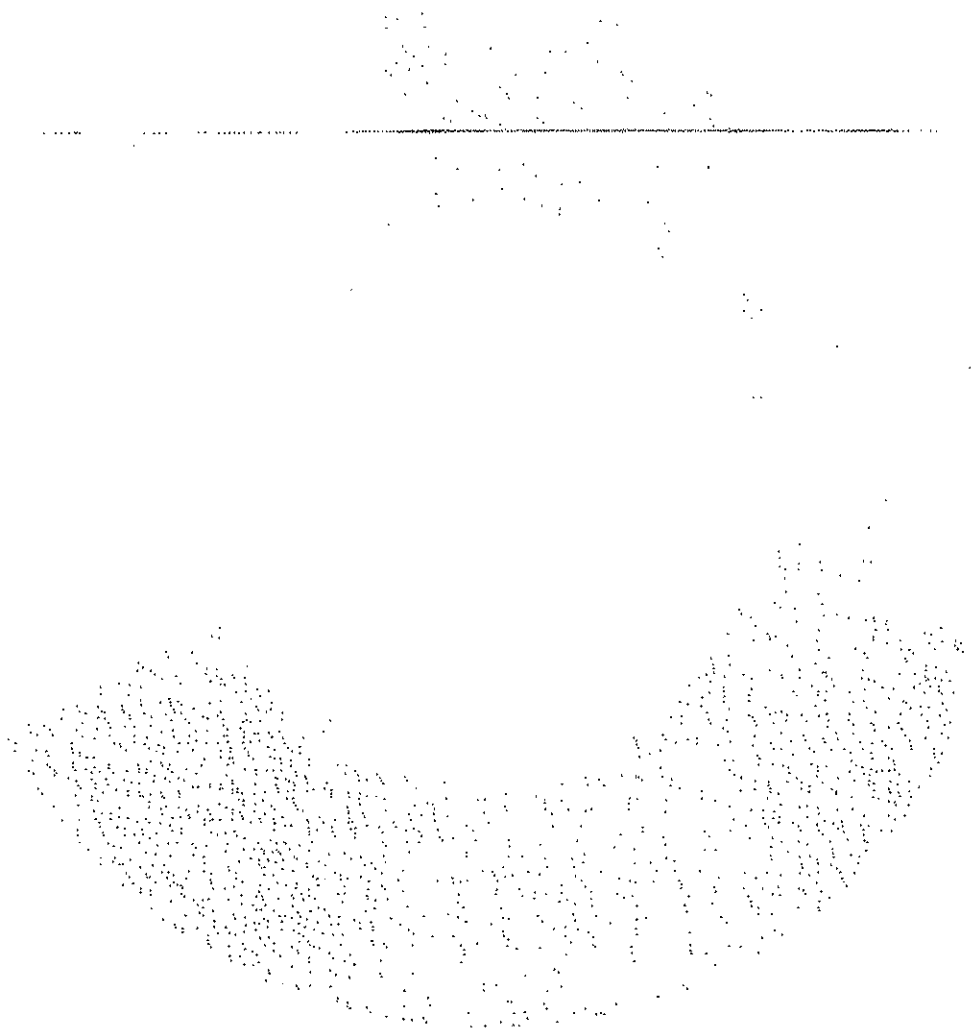
((

((

Summer School 2011 Pre-K - Grade 12



P225



Rationale and Vision

The role of Extended Learning Summer School is critical to closing the achievement gap and preparing all students for the 21st Century. Research tells us that over 50% of the achievement gap between lower and higher income students is directly related to unequal learning opportunities over the summer (Alexander et al., 2007). Extended Learning Summer School (ELSS) is a valuable time for students to receive extra practice and learning in academic areas for accelerated learning (remediation) or to receive enrichment opportunities. The following are examples of the role that Extended Learning Summer School plays in the MMSD Strategic Plan to close the achievement gap: (1) increase student participation in advanced placement classes by providing early and extended learning opportunities, (2) provide increased time and opportunity for Response to Intervention (RTI), (3) increase post-secondary transition outcomes for students through extended supported employment, (4) increase high school credit attainment and graduation rates, (5) increase student scores at the proficient level on standards based grades and indirectly make a positive impact on student climate surveys, (6) use extended learning as a time to recruit new teachers and administrators, particularly those with diverse race and cultural backgrounds. Extended Learning Summer School opportunities play a critical role in preparing and providing additional practices to learn these key skills for school success and engagement within the MMSD strategic plan (Dede, 2008).

The vision for ELSS is to increase achievement for all students by providing extended learning, effective interventions, and enrichment opportunities (Cooper, 1996). The morning program would be at neighborhood schools and include a healthy breakfast and lunch with highly qualified teachers offering accelerated and engaging instruction in small class settings to prevent academic skill loss. In the afternoon, high interest recreational and enrichment activities (e.g., MSCR) would be provided to enhance engagement (Downey et. al., 2004; Duffett et. al., 2004). Summer school would be similar to the school year with academic offerings EC-12 for acceleration, enrichment, Extended School Year (ESY), integrated employment support, and on-line learning. Research based practices and interventions would be utilized to increase opportunities for learning and to enhance student achievement across the district (Odden & Archibald, 2008). Students with disabilities and English Language Learners would have access to core curriculum via Universal Design for Learning (UDL) along with non-disabled peers.

The ELSS should be open to all students, especially those with few summer options. Students would be identified in three ways: (1) flagged due to academic low performance or retention, (2) have an ESY individualized education plan (IEP), and (3) interest and application for enrichment. Summer school offerings for students who struggle would consist of acceleration, credit recovery and extra time to learn specific content area(s). Higher achieving students would have opportunities for enrichment with curriculum appropriately differentiated to provide rigor. The goal of summer school for all students would be to prevent learning losses over the summer, while also increasing academic skills to prepare students for the next instructional level.

The following would be indicators to measure the success of the district's summer school program: (1) standards-based summer school report cards, (2) summer attendance, (3) increased student academic achievement as measured by the WKCE, ACT, etc. (4), increased participation in MSCR programs, (5) summer school survey data, (6) over time decreased rate of referrals for special education and increased use of RTI, (7) and progress monitoring system data (e.g., MAP, EPAS).

Vision Summary

- Inclusive programming for special education and English Language Learners (ELLs)
- Similar to the regular school year, 5th quarter of instruction
- UDL and differentiation along with behavioral support into the general classroom
- Identify student groups who have been denied access to ELSS (e.g., students with ME grade)
- Ensure high quality instruction and programming
- Increase Play and Learn and K-Ready
- Increase enrichment options

2010 Enrollment K-8

- Academic: 2,552 students
- Enrichment: 640

2011 Enrollment K-8 Projection

- Academic: 3,400
- Enrichment: 800

Dates/Schedule (K-8)

- 5 days per week; June 20-July 29, 2011; 6 weeks
- Daily: 8:00-12:00 classroom academics (math, literacy, positive behavior interventions and supports (PBS)) and enrichment;
12:00-4:00 lunch and MSCR academic programming
- Schedule Notes: Can count 4.5 hours per day per student for reimbursement at .4

Service Delivery

- Students with disabilities who receive Extended School Year (ESY) and those without ESY services would be served by special education teachers or special education assistants integrated into regular education classes whenever possible. Curriculum would be differentiated for students and team taught.
- English Language Learners (ELLs) who receive ESL (English as a Second Language) services would be integrated into classrooms with BRS (Bilingual Resource Specialists) and ESL/BRT support. Curriculum would be differentiated for students and team taught.
- Support for the service delivery model would come from PBS course/infusion and coach along with Program Support Teachers (PST) and Positive Behavior Support Teams (PBST) in some cases, along with each class starting with morning meetings on behavior expectations and foreshadowing activities for the day from Responsive Classrooms and Developmental Designs. PBS levels of support are the following:
Tier I. PBS homeroom or infused in math and literacy
Tier II. Intervention group of students
Tier III. Special Education and PBST targeted support
- Professional development would be needed for PBS and effects of trauma on classroom learning

High Impact Options K-8 with Increased Projections

1. If we drop ME in K-5, there would be 350 more students invited to ELSS (* grade at middle school is not an issue)
2. Behavior criteria – 467 students in 2010 qualified for ELSS, but had behavior issues and were not invited to attend
3. Intensive reading interventions
4. ESL and Dual Language Immersion (DLI) projections based on removing English language criteria and oral proficiency requirements
 - ESL = additional 134 invited to ELSS
 - DLI Pilot = additional 50 invited to ELSS (3 Midvale kindergarten classrooms)
5. Enrichment – increase offerings, provide consistency across city and at each ELSS site
6. Promotion – increase awareness for special education students

ELSS Outcomes

1. Decrease achievement gap
2. Increase RTI practices
3. Increase enrichment offerings at under-served sites
4. Increase academic offerings for students who have not participated in the past
5. Integrate programs more to include English Language Learners and students with disabilities
6. Increase student academic achievement (e.g., grades)
7. Increase the number of schools that meet annual yearly progress (AYP) under no child left behind based on academic achievement tests (e.g., WKCE, ACT, elementary reading assessment, Diebels)
8. Decreased referrals to special education
9. Enable school to reach School Improvement Plan (SIP) goals

Measuring the Effectiveness of ELSS

1. Student grades for summer school
2. Pre- and post-test data
3. Student Attendance data
4. Student take the MAP assessment for grades 3-8 and the EPAS for grades K-2
5. Standardized test scores for ACT, WKCE, Reading, Kindergarten screener
6. Inclusion data for the number of students with disabilities and English Language Learners who are included in the general classroom
7. Attainment of strategic plan goals based on global district data

Considerations for New Model:

1. Budget options for increase based on different student enrollment increases
2. Instructional Resource Teachers (IRTs) + Program Support Teacher (PST) consult to sites fund to be available
3. Bilingual Resource Specialists (BRS) and Positive Behavior Interventions and Supports (PBS) coaches to implement model, and Positive Behavior Support Team (PBST) support and consultation for students.

4. With increased sites (up to two, one each side of city (e.g., East/West)), increased administrative interns
5. Professional development needs for co-teaching, collaboration, differentiation, and PBS, UDL, etc. Utilize trained PBS coaches.
6. Need schedule to rotate school sites in order to provide one year off for a school.
7. More beneficial to pay teachers more, recruit MMSD teachers vs. adding more PD days and funds.
8. Offer PBS as part of course content in literacy and math
9. Enrichment: students who are recommended to attend ELSS can also attend an enrichment course before lunch if student is only taking math or literacy. Student/Parent can select top 3 enrichment offerings. If student's behavior is problematic during the enrichment 3-week session, the student will be moved to a PBS course for the remainder of that 3-week session. That student will get a fresh start in an enrichment class for the 2nd three weeks. Students who are not recommended for ELSS can still sign up through MSCR and take enrichment courses.

Extended Learning Summer School 2011
Elementary School Student Identification Process – Third Quarter

Academic Criteria: Student participates full time in the general curriculum. **Note:** Students who receive special education must be full time in the general curriculum for core content areas (i.e., work on the same curriculum goals/standards with reasonable accommodations and are expected to be as proficient in the same number of curricular goals/standards as students without disabilities, irregardless of location).

English Language Criteria: No language proficiency criteria for English Language Learners. For students in Bilingual Education or Dual Language Immersion (DLI) programs, please see bottom of this page for programming options.

Grade	Student Eligibility	
	Literacy Report Card Item(s)	Math Report Card Item(s)
	<i>Recommend ELSS if student receives a 2, 1, 2, or 1* on any of the following items:</i>	<i>Recommend ELSS if student receives a 2, 1, 2, or 1* on two or more of the following items:</i>
K	<ul style="list-style-type: none"> • Knows letter sounds • Knows concepts about print (direction of print, word-by-word matching) • Reads at level 	<i>There are no ELSS program criteria for primary math.</i>
Grade 1	<ul style="list-style-type: none"> • Knows basic sight words • Reads at level 	<i>There are no ELSS program criteria for primary math.</i>
Grade 2	<ul style="list-style-type: none"> • Reads at level 	<i>There are no ELSS program criteria for primary math.</i>
Grade 3	<ul style="list-style-type: none"> • Reads at level 	<ul style="list-style-type: none"> • Reads, writes, compares, and orders numbers (up to 10,000) • Knows grade-level math facts • Solves story and number problems
Grade 4	<ul style="list-style-type: none"> • Reads at level 	<ul style="list-style-type: none"> • Reads, writes, compares, and orders whole numbers and unit fractions • Knows grade-level math facts • Solves story and number problems
Grade 5	<ul style="list-style-type: none"> • Reads at level 	<ul style="list-style-type: none"> • Reads, writes, compares, and orders numbers (including whole numbers, decimals, and fractions) • Knows grade-level math facts • Solves story and number problems involving whole numbers

Grade 4 Non-Promotion	<ul style="list-style-type: none"> • By the end of 4th Quarter, a report card grade of "1" in language arts or math or science or social studies and a corresponding score of "1" on the WKCE. • <u>ESL and Bilingual Education – DPI Levels 3, 4, and 5:</u> <ul style="list-style-type: none"> - Report card grade for <u>math</u> is "1" and WKCE for <u>math</u> is "minimal." • <u>Special Education:</u> <ul style="list-style-type: none"> - A student's basis of promotion on the IEP must be the MMSD promotion criteria (not the IEP) for the content area. - For students with a <u>second quarter</u> report card grade of "1" in any one of the four core content areas and "minimal" on the WKCE in that same core content area, the student's basis of promotion must be reviewed by the IEP team during the <u>third quarter</u>.
------------------------------	--

Dual Language Immersion (DLI) and Bilingual Education Students

K-5 Bilingual	<ul style="list-style-type: none"> • Students who meet report card criteria in Spanish language arts and/or math.
K-5 English Literacy and Math	<ul style="list-style-type: none"> • Students who meet report card criteria in English language arts and/or math.

Extended School Year (ESY)

K-5 ESY	<p>ESY services are provided to eligible students with disabilities specifically to maintain the current level of skill acquisition and prevent significant regression from occurring during extended school breaks. ESY services are not intended to improve a student's current level of academic achievement and functional performance.</p> <p>The MMSD must ensure that extended school year services are available as necessary to provide a free appropriate public education to students with disabilities. If appropriate, ESY should be discussed regardless of whether the IEP being held is an initial or annual IEP. There are four broad areas where a student might qualify for ESY services:</p> <ol style="list-style-type: none"> 1) Regression/Recoupment: To prevent severe regression (i.e., substantial loss) of acquired skills during an interruption in instruction which may then require a significant time for recoupment of those skills (e.g., instructional time which exceeds 6-9 weeks to reestablish skills). The skill must have been addressed by ongoing instruction by special education or related services staff for an extended period of time or, in the case of an initial IEP for an early childhood aged student, the skill must have been addressed through ongoing interventions focused on the particular skill. 2) Critical Stage: To prevent regression of a skill which is at a critical stage of development where an interruption in instruction will require a significant time for recoupment of that skill. This is a situation where a student has made a dramatic "break through" in progress relative to an important skill and an extended break will negatively impact the retention. Generally, this is not a case where the student has made slow and steady progress during the school year but needs additional time. The skill must have had ongoing instruction by staff or, in the case of an initial IEP for an early childhood aged student, the skill must have been addressed through ongoing interventions focused on the particular skill. For ESY services to be delivered during the summer months, determination that a student is at a critical stage, by the nature of the definition, does not occur until late spring. Typically, the skills being identified are limited to concrete or discrete skills, often in the speech and/or motor areas. 3) Sustain Paid Employment: For those students who are currently being supported in their employment by the MMSD and who are at risk of losing that employment during the school break. ESY Services may be needed to maintain the student's employment during extended breaks. In this context, the provision of ESY Services actually prevents regression because the student would lose their employment if support was not continued. 4) Vocational Transition: For students aged 18 years of age or older, or students in their last year of school, services are provided to maintain paid or unpaid work. These students must also be referred to and be eligible for supported employment funding by a Dane County adult service agency.
---------	---

Enrichment

K-5 Enrichment	Enrollment via MSCR based on interest.
----------------	--

**Extended Learning Summer School 2011
Middle School Student Identification Process – Third Quarter**

Academic Criteria: Student participates full time in the general curriculum (see grid below).

NOTE: Students who receive special education must be full time in the general curriculum for core content areas (i.e., work on the same curriculum goals/standards with reasonable accommodations and are expected to be as proficient in the same number of curricular goals/standards as students without disabilities, irregardless of location).

English Language Criteria: No language proficiency criteria for English Language Learners.

Grade	Student Eligibility
6	<p><i>NOTE: An asterisk (*) behind reading/language arts or math does not disqualify a student from that subject area.</i></p> <ul style="list-style-type: none"> ▪ Report card GPA of 2.0 or less in reading/language arts or math or "minimal" on the WKCE in that same content area.
7	<ul style="list-style-type: none"> ▪ Report card GPA of 2.0 or less in reading/language arts or math or "minimal" on the WKCE in that same content area.
8 Non-Promotion	<ul style="list-style-type: none"> ▪ Report card GPA less than 1.67 in any one of the four core content areas (reading/language arts, math, social studies, science) and "minimal" on the WKCE in that same core content area. <p><u>ESL and Bilingual Education – DPI Levels 3,4 and 5:</u></p> <ul style="list-style-type: none"> ▪ Report card GPA less than <u>1.67 in math</u> and WKCE for <u>math</u> is minimal <p><u>Special Education:</u></p> <ul style="list-style-type: none"> ▪ A student's basis of promotion on the IEP must be the MMSD promotion criteria (not the IEP) for the content area. ▪ For students with a <u>second quarter</u> report card GPA less than 1.67 in any one of the four core content areas and "minimal" on the WKCE in that same core content area, the student's basis of promotion must be reconsidered by the IEP team during the <u>third quarter</u>.

Extended School Year (ESY)

Grade	Student Eligibility
6, 7, 8 ESY	<p>ESY services are provided to eligible students with disabilities specifically to maintain the current level of skill acquisition and prevent significant regression from occurring during extended school breaks. ESY services are not intended to improve a student's current level of academic achievement and functional performance.</p> <p>The MMSD must ensure that extended school year services are available as necessary to provide a free appropriate public education to students with disabilities. If appropriate, ESY should be discussed regardless of whether the IEP being held is an initial or annual IEP. There are four broad areas where a student might qualify for ESY services:</p> <ol style="list-style-type: none"> 1) Regression/Recoupment: To prevent severe regression (i.e., substantial loss) of acquired skills during an interruption in instruction which may then require a significant time for recoupment of those skills (e.g., instructional time which exceeds 6-9 weeks to reestablish skills). The skill must have been addressed by ongoing instruction by special education or related services staff for an extended period of time or, in the case of an initial IEP for an early childhood aged student, the skill must have been addressed through ongoing interventions focused on the particular skill. 2) Critical Stage: To prevent regression of a skill which is at a critical stage of development where an interruption in instruction will require a significant time for recoupment of that skill. This is a situation where a student has made a dramatic "break through" in progress relative to an important skill and an extended break will negatively impact the retention. Generally, this is not a case where the student has made slow and steady progress during the school year but needs additional time. The skill must have had ongoing instruction by staff or, in the case of an initial IEP for an early childhood aged student, the skill must have been addressed through ongoing interventions focused on the particular skill. For ESY services to be delivered during the summer months, determination that a student is at a critical stage, by the nature of the definition, does not occur until late spring. Typically, the skills being identified are limited to concrete or discrete skills, often in the speech and/or motor areas. 3) Sustain Paid Employment: For those students who are currently being supported in their employment by the MMSD and who are at risk of losing that employment during the school break. ESY Services may be needed to maintain the student's employment during extended breaks. In this context, the provision of ESY Services actually prevents regression because the student would lose their employment if support was not continued. 4) Vocational Transition: For students aged 18 years of age or older, or students in their last year of school, services are provided to maintain paid or unpaid work. These students must also be referred to and be eligible for supported employment funding by a Dane County adult service agency.

Enrichment

6, 7, 8 Enrichment	Enrollment via MSCR based on interest.
-----------------------	--

**2011 Extended Learning Summer School (ELSS) Timeline
Elementary and Middle School**

<i>Date</i>	<i>Activity</i>	<i>Person Responsible</i>
January 2011	Criteria for summer school eligibility is established: Regular Ed, Special Ed, ESL.	Scott Zimmerman, John Harper, Lisa Wachfel, Amy Christianson
January 2011	Principals, programs, and sites established. All ELSS positions posted.	Scott Z, Lisa W, Human Resources, Erik Kass
January 2011	Report to Board of Education.	Research & Evaluation (R&E), Scott Z
February 7, 2011	Four-year-old kindergarten registration day for 2011-12 school year. (These students are not eligible for K-Ready program for 2011 summer school.)	
February 9, 2011	Summer School information presented to elementary and middle school principals. K-Ready criteria included.	Scott Z, Diane Hoffmann, Jennie Allen, Pam Nash
February - March 2011	Schools review prelist of special education and bilingual students	Principals
March 7, 2011	Districtwide five-year-old kindergarten registration day for 2011-12 school year. These students are eligible for K-Ready program for 2011 summer school. (All screener info must be entered and forms sent to Summer School Office by April 29.)	
March 29, 2011	End of 3rd quarter. For all 4th and 8th grade Special Education students - "Reconsideration of Basis of Promotion" form completed.	IEP Teams and Case Managers; Principals
April 4, 2011	3rd quarter grades due.	Principals
April 8, 2011	Elementary and middle school report cards sent home.	Principals
April 11, 2011	Online list of students recommended for ELSS available. Principals must confirm or delete. Any additions must be approved by Summer School Director.	Principals
April 15, 2011	Finalized confirmation list of all students meeting ELSS criteria due online.	Principals
April 15, 2011	List of eligible private/parochial students meeting MMSD criteria is due to Summer School Director.	Private/Parochial School Principals
April 18-22, 2011	Schools closed for Spring Break.	
April 19, 2011	Summer school invitation letters and enrollment forms sent to printing.	R&E
April 22, 2011	Invitation letters and enrollment forms sent home to parents by Summer School Office.	Diane H
April 25 - May 6, 2011	School staff work pro-actively with families to have ELSS forms returned to Summer School Office (Diane H, Early and Extended Learning). School staff must keep track of those students returning forms through the GUI online system. Forms should be sent to Summer School Office as they come in.	Principals.
April 29, 2011	K-Ready deadline: School staff must have entered screener data. Forms must either be postmarked by April 28 or faxed/hand delivered to Summer School Office (Diane H, Early and Extended Learning) by April 29.	Principals
May 9, 2011	ELSS deadline: Summer registration closed. Forms must either be postmarked by May 6 or hand delivered to Summer School Office by May 9. NO EXCEPTIONS.	Principals
May 9-June 17, 2011	All registration adjustments will be processed through Summer School Office.	Diane H
May 12, 2011 (end of day)	Students' names, addresses, and summer school sites available for Transportation Office. ELSS list of students attending each site is available through the GUI online system.	R&E
May 13 and 16, 2011	Transportation reviews information.	Transportation
May 17 - 24, 2011	Transportation vendors develop bus routes.	Transportation
May 19, 2011	Number of sections needed by grade and summer school site due to Diane H	Literacy, Math, Bilingual, K-Ready and Enrichment Staff
May 20, 2011	ELSS Principals and Host Principals receive form for making room assignments	Scott Z, Diane H

12/16/10

S:\Summer School\2011\Timeline\Timeline 2011

<i>Date</i>	<i>Activity</i>	<i>Person Responsible</i>
May 23 - 26, 2011	Build student summer school schedules.	Enrollment Office
May 24, 2011	Room number assignments due to Diane H	ELSS Principals, Host Principals
May 26, 2011 (end of day)	Receive bus routes from Transportation.	Transportation
May 27, 2011	Initial class rosters due to Diane H	Enrollment Office
May 27 - 31, 2011	Review initial class rosters; any changes given to Enrollment Office for final changes	Literacy, Math, Bilingual, K-Ready and Enrichment Staff
May 30, 2011	Schools closed for observance of Memorial Day	
June 1, 2011	Summer school training for ELSS principals and ELSS secretaries.	R&E, ELSS Principals, ELSS Secretaries, Scott Z, Diane H, Lynda Chen, Sarah Love
June 1, 2011	Summer school informational letter sent to printing.	R&E
June 2, 2011	Begin assembly of summer school information packet that is sent to all enrolled ELSS students.	Diane H
June 3 and 6, 2011	Summer school information packet sent to all enrolled ELSS students. Packet includes school/classroom/transportation information and MSCR information.	Transportation, R&E, Diane H
June 10, 2011	Last day of school.	
June 13, 2011	Examine report card grades of all 4th and 8th graders. Principals confirm students for summer school promotion classes.	Scott Z, Counselors, Principals
June 13 - 16, 2011	Teachers attend Summer School Training.	Curriculum & Assessment/ Professional Development
June 15, 2011	Initial class rosters distributed to ELSS Teachers	Diane H
June 17, 2011	Final class rosters, bus transportation lists, student lists, and MSCR lists provided to ELSS Principals and MSCR	Diane H
June 17, 2011	All staff (ELSS, Enrichment, and MSCR) report to site at 8:00 – Welcome meeting, schedules, coordination meetings, work in classrooms.	ELSS Principals
June 20, 2011	ELSS begins.	
July 4, 2011	Holiday - no school (Monday)	
July 25 - 29, 2011	Guidance counselors meet with 8th grade ELSS students and families to resolve placement for next school year and inform next school. ELSS principals contact 4th grade students and families.	ELSS Principals
July 28, 2011	ELSS teachers complete report cards.	ELSS Teachers
July 29, 2011	Last day of ELSS.	
July 29, 2011	Guidance Counselors inform parents in writing of the school of attendance for each 8th grader in 2011-12.	ELSS Principals
July 29, 2011	ELSS principals inform parents and the student's home school principal of placement for 4th grade promotion students for the 2011-12 school year.	ELSS Principals
July 29, 2011	ELSS secretaries report attendance and progress for each student. All consumable and non-consumable materials boxed and labeled.	ELSS Principals

12/16/10

S:\Summer School\2011\Timeline\Timeline 2011

Summer School Proposed Budget

January 3, 2011

APPENDIX C

I. Introduction

- A. **Summer School Proposed Budget** – Provide the Board of Education with the base 2011-12 Summer School Budget and the 2011-12 Proposed Summer School Program Expansion Budget
- B. **Erik Kass, Assistant Superintendent for Business Services**
- C. **Background information** – The Summer School Budget is brought before the Board of Education each winter for the upcoming summer with projections for the student enrollment and the costs associated with the programming for those students. The budget analysis and projections include and analysis of the previous years Summer School expenditures to date compared to the budget as well as any projected changes to programming. Adjustments are made in the budget according to the program changes and line items where necessary.

The proposed budget is also given the projected percentage increases were applicable. These increases represent the same percentages that are used when building the district wide budget. For example the supply budgets will be given a two percent increase for 2011-12.

In addition for the 2011-12 Proposed Summer School Budget there is also a 2011-12 Summer Expansion Program Budget Proposal being presented. This proposal was created using an estimate of an additional 800 students which would add approximately 57 FTE for revenue purposes to the district based on the number of summer school instructional minutes they would receive. The costs for the expansion program were added based on a per pupil summer school cost as well as an analysis performed for additional costs such as Special Education needs, Summer Recreation wrap around care, transportation, staffing, etc.

- D. **Describe the action requested of the BOE** – This is intended to provide the Board of Education with an overview of the 2011-12 Proposed Summer School Budget and the 2011-12 Summer Expansion Program Budget and its impact.

II. Summary of Current Information

- A. **Provide a brief synthesis of the topic** – The attached 2011-12 Proposed Cost To Continue Budget and 2011-12 Total Budget – Program Expansion shows the breakdown of the following:
 - a. 2011-12 Proposed Cost To Continue Budget includes the breakdown for the MSCR Swimming, Elementary Learning Instruction (ELI), Enrichment, and High School program area costs with a Total 2011-12 Proposed Summer School Budget Column.
 - b. 2011-12 Proposed Cost To Continue Budget over 2010-11 Budget column shows the difference between the two budgets and where the proposed combination of adjustments and increases occurred.
 - c. 2011-12 Total Proposed Program Expansion column represents the revenue and expenditures association with the proposed program expansion of 800 students.
 - d. 2011-12 Program Expansion Budget over 2011-12 Proposed Cost To Continue Budget column represents the revenues and expenditure difference between the 2011-12 Proposed Cost To Continue Budget which includes the adjustments and increases to the 2011-12 Program Expansion Budget. This column represents the actual additional costs to add the expanded program.

- E. **B. Clearly label any recommendations** – This is intended to provide the Board of Education with an overview of the 2011-12 Proposed Cost To Continue and the 2011-12 Total Budget - Program Expansion and its impact.

- F. **Link each element summarized to supporting detail** –

The PMA and district parameter and assumption documents provide the detail behind the creation of the Five Year Budget Forecast Model. The PMA model and associated reports outlines the results of the Five Year Budget Forecast in order to be utilized as a district planning tool.

III. Implications

- A. **Budget** – The 2011-12 Proposed Cost To Continue Budget increases the districts expenditures in the amount of \$78,090 and the summer school revenues in the amount of \$129,217 for a net surplus of \$51,128. The 2011-12 Total Budget - Program Expansion will increase the districts expenditures by an additional \$350,455 and increase the revenues by \$313,561 which is a net deficit of \$36,894.

The tax impact for the 2011-11 Total Budget – Program Expansion is the change in the revenue limit authority from the 2011-12 Proposed Cost To Continue Budget in the amount of \$2,295,469 and 2011-12 Total Budget – Program Expansion in the amount of \$2,555,595 plus the 2011-12 Total Budget – Program Expansion net deficit of \$36,894 for a Summer School tax impact of \$297,020. This impact is divided by three because of the averaging impact of the enrollment on the revenue limit bringing the tax impact to \$99,007. In addition there is the increase in the tax impact for the MSCR afternoon care of \$206,000 for a total Summer School and MSCR tax impact of this proposal at \$305,007.

The total additional cost to the district for the 2011-12 Total Budget – Program Expansion includes the expenditures in the amount of \$350,455 less student fees collected in the amount of \$6,489 for the 800 students enrolled in the instructional program and expenditures in the amount of \$206,000 for the MSCR afternoon care for a total of \$549,966 less the utilization of additional taxing authority in the amount of \$305,007 which leaves an increase to the total district budget in the amount of \$198,013.

Note: The revenue limit authority from summer school enrollment is utilized by the district to offset programming costs across the district not just for summer school, however, it is shown in the summer school chart for the impact that it brings on the district.

B. Strategic Plan –

C. Equity Plan –

D. Implications for other aspects of the organization – None

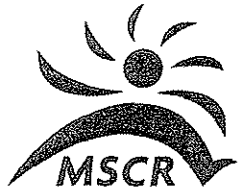
IV. Supporting documentation –

- 2011-12 Proposed Cost To Continue Budget and 2011-12 Total Budget – Program Expansion

Madison Metropolitan School District
Summer School

Expenses	11-12 MSCR Budget	11-12 ELI Budget	11-12 Enrich Budget	11-12 HS Budget	11-12 Total Proposed Cost To Continue Budget	11-12 Proposed Cost To Continue Budget over 10-11 Budget	11-12 Total Budget Program Expansion	11-12 Program Expansion Budget over 11-12 Proposed Cost To Continue Budget
Student FTE Generated		201	159	159	509		509	0
Administrative Salary/Fringe		107,440	32,846	43,552	183,838	28,693	204,782	20,844
Teacher Salary/Fringe	4,694	799,808	125,792	239,185	1,163,559	69,007	1,232,566	131,855
Special Education Teacher Salary/Fringe							29,335	29,335
Librarian Salary/Fringe		18,744	-	-	18,744	(1,756)	20,658	2,124
Nurse/NA Salary/Fringe		33,950	-	20,820	54,170	8,489	60,309	6,139
Teacher Prof Development		-	-	-	-	(120,000)	-	-
Guidance Counselor		17,181	-	2,033	19,214	(3,288)	21,391	2,177
Clerical/Technical Salary		43,591	-	12,054	55,645	(9,355)	61,951	6,309
SEA's & BHS		68,150	-	12,580	80,729	(69,865)	9,873	9,148
H.S. Security		-	-	26,027	26,027	3,027	31,203	3,176
Student Aides		-	-	-	-	-	-	-
Fringe Benefits		-	-	-	-	-	-	-
Contracted Services		13,021	-	64	13,086	2,698	14,968	1,489
Equipment		858	-	486	1,344	5	1,499	152
Pupil Travel (non-instructional)		117,246	1,216	18,865	137,329	137,329	152,891	15,562
Employee Travel		616	13	23	652	(332)	725	74
Pupil Travel (instructional)		130,077	890	12,507	143,476	(127,653)	158,733	16,259
Postage		1,698	-	-	1,698	(2,680)	1,991	192
Printing & Binding		1,442	809	5,939	8,190	3,779	9,117	928
Telephone		-	40	19	60	10	67	7
AV Media		-	-	-	-	-	-	-
AV Rental		-	-	-	-	-	-	-
Supplemental Reference		-	-	-	-	-	-	-
Classroom Supplies		39,314	5,022	7,307	51,643	(2,357)	57,495	5,852
UW Services/Work Study		-	-	-	-	-	-	-
Miscellaneous		-	-	-	-	-	-	-
Office Supplies		-	-	100	100	100	111	11
Custodial Salary/Fringe		114,310	20,549	52,244	187,094	4,385	208,295	21,202
Custodial Supplies		10,283	1,848	4,699	16,830	330	18,737	1,907
Utilities		72,740	32,865	44,085	149,800	9,800	168,776	16,978
Delivery Services		2,556	461	1,208	4,235	-	4,715	480
Food Service		416,686	-	-	416,686	146,686	463,905	47,219
K-Ready PM Program		-	-	-	-	-	-	-
Subtotal	4,694	2,006,222	222,443	502,868	2,736,246	75,279	3,078,257	340,011
District Indirect Costs	2.66%	60,789	6,740	15,237	82,766	2,811	93,211	10,445
Expenditure Grand Total	\$ 4,694	\$ 2,067,010	\$ 229,183	\$ 518,125	\$ 2,819,012	\$ 78,090	\$ 3,169,467	\$ 350,456
Revenues								
Amount Generated by Fees:								
Fee @ \$20 per class		12,589	27,346	15,757	55,692	(7,308)	62,003	6,311
Fee @ \$25 Music		-	1,539	31	1,570	(2,230)	1,748	178
Food Service		414,278	-	-	414,278	45,584	461,225	46,947
Amount from Tuition/Grant Funds		-	-	-	-	-	-	-
Non-Resident Tuition		-	-	-	-	-	-	-
Academic Initiative**		18,164	621,000	-	621,000	-	621,000	250,126
Revenue Limit Authority for SS Enrollment		-	1,276,018	295,164	705,124	2,295,469	2,555,595	313,561
Revenue Grand Total	\$ 18,164	\$ 2,323,885	\$ 324,050	\$ 721,911	\$ 3,388,010	\$ 129,217	\$ 3,701,671	\$ (36,894)
Net Operational Cost	\$ 13,470	\$ 256,975	\$ 84,867	\$ 203,789	\$ 568,989	\$ 51,128	\$ 532,104	\$ (36,894)
*MSCR: Summer Recreation and Enrichment Centers and Swim classes taught by certified staff								
**RISE Initiative Reallocation								
Tax Analysis - General Fund Summer School					\$ 2,347,472		\$ 2,674,491	\$ 297,020
MSCR Summer Recreation					\$ 615,211		\$ 821,211	\$ 206,000
Full Programming (General Fund & MSCR) Tax Increase (Decrease)								305,007
Full Programming (General Fund & MSCR) Cost Increase (Decrease)								195,013

P241



MSCR COMMUNITY LEARNING CENTER PROGRAMS REPORT SUCCESS

Madison School & Community Recreation (MSCR) recently submitted reports for the 2010-11 Community Learning Center (CLC) grants to the Wisconsin Department of Public Instruction (DPI). Lake View, Lincoln, and Wright schools completed year nine of a ten year grant, while Midvale completed its eighth year. Glendale and Hawthorne completed year four and Falk and Mendota completed year three of five year grants. These programs provide additional academic support during after school hours for children who are performing below grade level. Enrichment opportunities are also provided, focusing on economically disadvantaged children. Highlights from the grant reports for elementary sites:

	Falk	Glendale	Hawthorne	Lake View	Lincoln	Mendota	Midvale
Total number of participants	220	277	284	189	246	204	271
% of school who were regular attendees (those attending 30+ times during school year)	36%	36%	37%	32%	26%	42%	30%
% of regular attendees increasing math grades from 2 nd to 4 th quarter	51%	50%	60%	51%	42%	39%	57%
% of regular attendees increasing reading grades from 2 nd to 4 th quarter	29%	27%	36%	32%	32%	29%	36%
% of regular attendees in reading tutoring with increased reading performance	41%	65%	68%	65%	48%	47%	76%
% of regular attendees in math tutoring with increased math performance	28%	52%	53%	56%	51%	47%	49%
% of regular attendees with increased overall academic performance	79%	80%	92%	96%	96%	81%	93%
% of regular attendees who completed homework to teachers' satisfaction	64%	57%	61%	74%	93%	74%	44%
% of regular attendees who improved in getting along well with others	48%	56%	54%	81%	80%	49%	60%
% of regular attendees who improved their school attendance	58%	48%	56%	65%	48%	49%	52%

The CLC participation rate average for the 7 CLC sites was 71% of the total school population.

The CLC served 60% of the students in the schools who qualified for free or reduced lunch. (average for 7 CLC sites).

The 7 CLC site average percent of participants' parents that reported they were satisfied or very satisfied with the CLC program is 99%.



**MMSD Visionary Document for Instructional Leader Professional Development
Understanding by Design Plan
(Adapted from Wiggins and McTighe, 2005)**

9-28-11

The purpose of this document is to provide an overview of Instructional Leadership goals, big ideas, essential questions, and other backward design elements that will help guide Principal and Assistant Principal Professional Learning 2011-2014.

Established Leadership Goals:

- 1. Develop the knowledge and skills necessary to support and enhance the role of Instructional Leader**
- 2. Develop a school culture of professional learning, inquiry, and collaboration**
- 3. Develop and refine skill identifying high quality teaching and learning to provide meaningful classroom observation feedback and inform professional learning and school improvement**

**Essential Understandings
(What's the Big Idea?)**

- Instructional Leaders promote a shared **vision**, and develop a deep **understanding** of, high quality teaching and learning. This vision and understanding inform all instructional leadership practices.
- Instructional Leaders promote a **culture of professional learning** and **collective responsibility for all students**, focused on strengths, building relationships & examining and improving the Instructional Core.

**Essential Questions
(Provocative questions to foster inquiry, understanding, or transfer of learning)**

- *What are the most important things all MMSD students should know and be able to do? How does our MMSD mission statement inform this desired student learning?*
- *How do district and school frameworks & initiatives align to improve the Instructional Core? (SIP, RtI², MMSD Core Practices, CRP, AVID, SLC, UDL, PBS, ILP, 5D, TAG, PLAA, MAP, EPAS)*
- *How can I promote shared vision & understanding of high quality teaching & learning for all students?*
- *How does my analysis of staff engagement and teaching & learning inform next steps for supervision, professional learning and school improvement?*
- *How do I shape a culturally-responsive school that takes collective responsibility for all students? A culture of ongoing relationship building, inquiry, collaboration, & learning? A culture where educators share, examine, observe, and refine MMSD Core practices? A results-focused culture of collaborative*

<ul style="list-style-type: none"> • Instructional Leaders promote coherence and alignment • Instructional Leaders act strategically and share leadership • Instructional Leaders engage families & external environments 	<p><i>examination of student work?</i></p> <ul style="list-style-type: none"> • <i>How do I recognize, build upon & utilize the strengths of myself, my staff & my students to boost engagement levels throughout the school?</i> • <i>How can I help align our SIP and Response to Instruction & Intervention system toward the improvement of teaching and learning? How can I leverage RtI² to help align curricula, core practices, assessments, interventions horizontally, vertically, and to the District?</i> • <i>Which strategic/school improvement pathways or actions matter most for improving the engagement, hope, well-being & learning of students, educators, and systems?</i> • <i>How do I identify, promote, and distribute resources for high-leverage school improvement actions?</i> • <i>How do I share, empower, and develop leadership among my staff?</i> • <i>How do I influence my school to build relationships with families and other external groups?</i> • <i>Which elements of community, professional, and policy environments matter most for improving teaching and learning?</i>
---	--

Knowledge
(Principals will know...)

- *The relationship between the school improvement process and Response to Instruction & Intervention (RtI²)*
- *The elements of the Instructional Core and their interdependence*
- *The 5 Dimensions of Teaching and Learning (5D) provide a common language and vision for high quality teaching and learning*
- *The Instructional Rounds Process provides data to guide improvement in the Instructional Core*
- *The importance of aligning instruction to the Common Core and ACT Readiness Standards with explicit communication of the teaching point to students*
- *Universal Design for Learning is a tool to design/plan for student access to substantive intellectual engagement*
- *The components of a school culture of professional learning, inquiry, and collaboration*
- *High leverage strategies to support Literacy across the content areas*

Skills (Principals will be able to...)	Applications (Principals will show...)
<p>Understand the refined School Improvement Process & Plan Development</p> <ul style="list-style-type: none"> • Understand and identify the RtI² problem solving cycle • Understand and identify the 5 Dimensions of Teaching and Learning during classroom observation • Use the UDL framework as a lens for classroom observation • Engage in the Instructional Rounds process as a source of data for improving teaching and learning • Identify the lesson purpose during observations based on the ACT Readiness standards and common core standards • Identify the Literacy objective during classroom observation 	<ul style="list-style-type: none"> • Lead the revised School Improvement Process; develop a School Improvement Plan • Guide the development of a Response to Instruction & Intervention Problem Solving System • Use the 5 Dimensions of Teaching and Learning with staff as a vision and language for high quality teaching and learning • Provide feedback and support to instructional staff around teaching practices for school improvement and evaluation purposes. • Analyze multiple data sources to coach staff relative to next instructional points. • Facilitate discussions with teachers, students and families around student engagement, achievement and behavior • Facilitate discussions with instructional staff around Literacy across the content areas • Develop a school culture of professional learning, inquiry, and collaboration
Assessment Evidence	
Assessments (What tools are used to determine Principal understanding?)	
<ul style="list-style-type: none"> • Problems of Practice, Theories of Action, School Improvement Plan • Survey to assess knowledge & skills as instructional leader • Simulated evaluation process using ACT Readiness and UDL as a lens • Self-assessment (pre assessment and post assessment) • Participation in group discussion 	
Learning Plan	
Learning Activities (What learning experiences and instruction will enable Principals to achieve the desired results?)	
<ul style="list-style-type: none"> • Community building to facilitate professional collaboration • School Support Team Group Discussions • Align priorities to an RtI² multi-tiered, problem-solving system • Practice classroom observation using the 5 Dimensions of Teaching and Learning 	

- Instruction around UDL framework and the Instructional Core
- Modeling of best practice teaching strategies to meet the needs of diverse learners
- Presentation on how to meet the needs of learners that do not respond to extended core practice
- Engage with UDL and ACT Readiness as they pertain to the evaluation process
- Learn about district and school-based improvement initiatives through guest speakers from the district.
- Review and analyze school data

Curricular Resources Resources

“Understanding by Design”, Jay McTighe and Grant Wiggins

“Joyful Learning”, Alice Udvari-Solner, Paula Kluth

“Making Differentiation a Habit”- Diane Heacox

AVID Strategies

ACT Career and College Readiness Standards

5 Dimensions of Teaching and Learning

“Instructional Rounds in Education”

“Adaptive Schools. A Sourcebook for Developing Collaborative Groups”

GLAD Training-Guided Language Acquisition Design

Knapp, M. S., Copland, M. A., Ford, B., Markholt, A., McLaughlin, M. W., Milliken, M., et al. (2003). *Leading for learning sourcebook: Concepts and examples*. Seattle, WA: Center for the Study of Teaching and Policy. <http://depts.washington.edu/ctpmail/PDFs/LforLSourcebook-02-03.pdf>

Standards

Administrator Standard 1 - Teacher Standards

Administrator Standard 2 – Vision

Administrator Standard 3 - Instructional Program

Administrator Standard 4 – Management

Administrator Standard 5 - Family/Community Relations

Administrator Standard 6 – Ethics

Administrator Standard 7 - Context Affecting Schools

Supported Strategic Plan Action Steps

Strategic Plan: Staff

- All staff members will regularly collaborate within one or more established professional learning community (ies)/team(s) to engage in continuous cycle of improvement focused on student learning and engagement and work place.
- The district will develop site-based and district-wide professional learning communities/teams to foster continuous improvement in leadership and in quality instructional practices for all students in all curricular areas, including cultural relevance.
- The district will implement supervision and evaluation procedures to support all instructional staff in meeting or exceeding proficiency with established state standards throughout their careers. This will facilitate high-quality instructional practices, evidence-based methodologies, culturally responsive practices, and 21st Century technologies, content, and skills to ensure high levels of learning by all students. (Consistent with TAG Plan and Equity Task Force)
- The district will ensure that its school improvement processes and professional development systems and practices align with effective research-based practices such as the National Staff Development Council's Standards for Staff Development.
- We will implement a formal system to support and inspire continuous development of effective teaching and leadership skills of all staff who serve to engage our diverse student body.

Strategic Plan: Curriculum

- We will improve academic outcomes for all students and ensure student engagement and student support by strengthening comprehensive curriculum, instruction, and assessment systems in the District.

Sources:

Knapp, M. S., Copland, M. A., Ford, B., Markholt, A., McLaughlin, M. W., Milliken, M., et al. (2003).

Leading for learning sourcebook: Concepts and examples. Seattle, WA: Center for the Study of Teaching and Policy. <http://depts.washington.edu/ctpmail/PDFs/LforLSourcebook-02-03.pdf>

Learning Forward Standards (2011) <http://www.learningforward.org/standards/index.cfm>

MMSD Definition of Instructional Leadership (August, 2011)

MMSD Superintendent District Problems of Practice; Theories of Action (August, 2011)

MMSD Administrator Institute (August, 2011)

Principal Instructional Leadership Evidence Gathering Tool. (2010) University of Washington, College of Education

PARENT FORUM ON SEPTEMBER 7, 2011 – PARENTS WITH AFRICAN AMERICAN CHILDREN IN MMSD

Problem Identification	Specific Examples	Solutions
Low Expectations – the bar is too low for achievement and success	<ul style="list-style-type: none"> • Lack of recognition for student achievement • Early recognition of students who are academically successful and leaders 	
Parental involvement / engagement	<ul style="list-style-type: none"> • Communication issues with parents • Lack of importance of education in the home • More advocacy for parents • Parents be respected as equal partners in their children's success • Lack of mechanisms to enforce accountability / should be enforced by parents • Parents won't come because of a criminal background – it's a barrier. Open the door. • Engagement of parents by the school district • Awareness of parents' participation in school events as positive as well as • On central database for communicating to parents who are concerned about their children • Be less intimidating to parents • IEP meetings should not be intimidating to parents • Accountability for parent complaints that get lost in the system. Grievance process. 	
Curriculum	<ul style="list-style-type: none"> • Consistent curriculum across grade level and district • The Curriculum was designed for Whites, and it needs to be transformed for kids of color and make it relevant to them. • The District needs a curriculum and training protocol that will allow African American men to be a part of children's education. 	
School community / climate	<ul style="list-style-type: none"> • Relationship building between students & adults • Support for teachers (mentors) in building relationships 	

PARENT FORUM ON SEPTEMBER 7, 2011 – PARENTS WITH AFRICAN AMERICAN CHILDREN IN MMSD

	<ul style="list-style-type: none"> • Having students feel welcome by schools if they have had problems with juvenile justice system • School climate should embrace children and families of color and not criminalize them • Children need to see the value of education beyond current grade 	
Lack of resources	<ul style="list-style-type: none"> • Lack of resources when children are behind – targeted to African Americans (example – summer school) • Parents & educators who are not prepared for mental health issues. • School fees are too expensive and need to communicate the fee waiver process. 	
Learning styles	<ul style="list-style-type: none"> • Addressing learning styles / spectrum of all learners 	
Lack of cultural competency	<ul style="list-style-type: none"> • Embrace cultural competency, African pedagogy • Relationship building between students and adults of racial / ethnic backgrounds 	
Gender differences in learning	<ul style="list-style-type: none"> • Recognition that little boys learn different than girls 	
Racism, discrimination	<ul style="list-style-type: none"> • Move from a place where we're tolerating minorities to accepting; have the curriculum reflect this • My kids should not be in school for the multi-cultural experience of white children. • Stop looking at young African American males as athletes, but as students 	
Juvenile justice system	<ul style="list-style-type: none"> • Disproportionate number of kids of color in juvenile justice system, gets in the way 	
Diversity in teachers and administration	<ul style="list-style-type: none"> • Greater diversity in administration & teachers 	
Accountability – who is the district accountable to?		
Expulsions and suspensions	<ul style="list-style-type: none"> • Too many expulsions and suspension 	

Receive a true diploma, not a certificate..



July 11, 2011

Dear Leopold Families,

Leopold is identified for improvement (SIFI) for the 2011-2012 school year. The letter sent home today explains the law and the three sanctions imposed on SIFI schools; 1) support for SIP, 2) provide an option to transfer to another school, and 3) provide transportation to students who elect to transfer. The law further states that districts provide to students eligible to transfer a choice of more than one school within the district, if available.

The two optional schools are Stephens Elementary School and Olson Elementary School. The following criteria are used to determine the choice school options:

1. Both schools are currently below 80% capacity (space) and anticipate continuing to be below in 2014 (five year projection).
2. Olson and Stephens are not SIFI schools.
3. Both schools are on the West side of Madison (Memorial attendance area).
4. Stephens is an early start (7:45) and Olson is a late start (8:30) school. (Leopold is an early start school).
5. Both schools are relatively within close proximity to Leopold and Lincoln.
 - Leopold to Olson is 9.9 miles
 - Leopold to Stephens is 6.9 miles
6. Both schools are K-5 options.

NOTE: If more parents elect to enroll their children in one school where there are not enough seats available to meet the demand, then a lottery will be held on August 15th and the second option of choice will be available for parents. The lottery will be based on priority admission criteria under No Child Left Behind. Parents/Guardians will be notified after August 15th to allow for students moving in during the summer and to allow for a lottery, if needed.

Sincerely,

A handwritten signature in cursive script that reads "Daniel A. Nerad".

Daniel A. Nerad
Superintendent

(

(

(



ALDO LEOPOLD ELEMENTARY SCHOOL

2602 Post Rd. Madison, Wisconsin 53713-3599 608.204.4240 www.mmsd.org

John Burkholder, *Principal*
Abby Potter, *Assistant Principal*

Daniel A. Nerad, *Superintendent of Schools*

July 11, 2011

Dear Parents:

Many of you are aware that Leopold Elementary School has been identified by the State of Wisconsin as a School Identified for Improvement, or SIFI school. We entered into this status based on our school's WKCE assessment scores. These data indicate that a single sub-group of students—African American students—did not score high enough on the WKCE in the area of reading to meet state criteria. Because we are a SIFI school, the federal government requires us to provide you with a school choice option; the option is outlined in this mailing.

The implication of being a SIFI school is that the district must provide you with a school choice option other than Leopold. Like all schools, we have our challenges, but we are rising to meet them. Leopold has been placed into SIFI status despite a 7% increase in the number of students achieving proficiency or better on the WKCE in the area of reading as compared to last year. In math, the number of students reaching proficient or advanced increased by 12%. These gains have come because we focus our efforts each and every day on meeting the needs of our students and our community. Our staff has worked toward modifying curricula and instructional practices to meet the needs of our diverse student population, and this work is clearly paying off. We have responded to the interests of our community through implementation of a dual language immersion choice program, the addition of a science lab, and many upgrades to our campus. We can debate the merits of the WKCE and the accountability measures attached, but the fact remains that being placed into SIFI status does nothing to change the focus of our work: Improving the achievement of ALL students.

Under No Child Left Behind, 100% of students are expected to achieve proficient or advanced on the WKCE in reading and math by 2014. Student performance goals have been raised every year on a regular schedule since 2001, making targets more and more difficult to reach each year. Because Leopold is a large school, we are not only required to meet proficiency targets in reading and math for our school as a whole, but for each of the following sub-groups of students: African American, Hispanic, White, English Language Learners, Students with Disabilities, and Economically Disadvantaged students. If any of these sub groups do not make the identified proficiency rates in either reading or math, then as a school we are identified as not meeting expectations.

I write to you today to assure you that my focus and the focus of our entire staff is squarely on the things that are improving the achievement of all students. You have my commitment to this work and I ask for your support as we continue to address the needs of our students and community. I thank you for your ongoing support of your child, our students, and our school. If you have questions or comments, I encourage you to stop in or to call.

Sincerely,

John Burkholder
Principal



INFORMATION SERVICES

545 West Dayton St. Madison, Wisconsin 53703-1967 608.663.4946 www.mmsd.org

Andrew Statz, Chief Information Officer

Daniel A. Nerad, Superintendent of Schools

Fax 608-442-0660

APPLICATION FOR STUDENT TRANSFER
Leopold to Olson
OR
Leopold to Stephens
ONLY

Today's Date:

Student ID: Student Birthdate: 2011/12 Grade:

Student First Name: Student Last Name:

Address: City: Zip:

Home Phone:

(We,I) request that (our,my) above named child be entered on the list to attend the below listed school as our first choice under the SIFI rules.

(circle one) Olson Stephens

(We,I) understand that transportation will be provided per SIFI rules for as long as Leopold is listed as a SIFI school and that (we/I) will be responsible for transportation for succeeding school years if Leopold is no longer listed as a SIFI school.

If granted, this change in enrollment to Olson/Stephens is only valid for elementary school years. I understand that (our,my) student will need to return to the middle school in our attendance area. If (we/I) opt to apply for an internal transfer no preference will be given for the middle school transfer.

NOTE: Decision on the transfer request will be made on July 22 for requests received prior to that date. Requests received after the July 22nd date will be notified after the August 12th deadline. If more parents elect to enroll their children in one school where there are not enough seats available to meet the demand, then a lottery will be held and the second option of choice will be available for parents. The lottery will be based on priority admission criteria under No Child Left Behind.

Parent/Legal Guardian/Foster Parent #1 Signature

Parent/Legal Guardian/Foster Parent #2 Signature

Adult #1 Name:

Adult #2 Name:



Dear Parents:

Welcome to Leopold Elementary School and the 2011-12 school year!

Help your child succeed in school – sign-up for free Supplemental Educational Services tutoring! As a result of the *Federal No Child Left Behind Act of 2001*, your child may be eligible to receive extra help in the areas of reading.

Eligible students attend a SIFI (School Identified For Improvement) school, qualify for free/reduced meal benefits, and are performing below the proficient level in reading.

You can choose a free tutoring program that is best for your child. SES providers offer a variety of tutoring programs including on-line, after school, and community based. All tutoring providers have been approved by the Wisconsin Department of Public Instruction and will provide your child tutoring that is coordinated with Leopold's classroom instruction and Leopold's School Improvement Plan goals. A list of approved tutoring programs is available under Programs and Resources at http://www2.dpi.state.wi.us/esea_ses/provsearch.asp

The fall enrollment window for SES tutoring programs begins Tuesday, October 4, 2011 from 5-7:30 in the Leopold gym and continues through Friday, November 4, 2011. You may also join us to talk to tutors during the fall Open House on **Tuesday, October 4, 2011 from 5 – 7:30p.m. in the Leopold gym** to help you decide which program is best for your child. Enrollment forms can be obtained in Leopold's main office after October 4. Please contact Ms. Jennie Allen, MMSD SES Coordinator, at 663-1592 if you have questions about these services.

Thank you,

Jennie Allen

John Burkholder
Principal

Jennie Allen
MMSD SES Coordinator



Dear Parents:

As a result of the *Federal No Child Left Behind Act of 2001*, children who qualify for free and reduced lunch services are eligible to receive extra help in the area of reading. The No Child Left Behind act requires Leopold Elementary School to provide access to after school tutoring services in the area of reading to students who qualify for free and reduced lunch. These services, called Supplemental Educational Services (SES), are provided through tutoring organizations that are not a part of the Madison Metropolitan School District.

The fall enrollment window for SES tutoring programs begins Tuesday, October 4, 2011 from 5-7:30 in the Leopold gym and continues through Friday, November 4, 2011. You may join us to talk to tutors during the fall Open House on **Tuesday, October 4, 2011 from 5–7:30p.m. in the Leopold gym** to help you decide which program is best for your child. Enrollment forms can be obtained in Leopold's main office after October 4. Please contact Ms. Jennie Allen, MMSD SES Coordinator, at 663-1592 if you have questions about these services.

All tutoring providers have been approved by the Wisconsin Department of Public Instruction and will provide your child tutoring that is coordinated with Leopold's classroom instruction and Leopold's School Improvement Plan goals. A list of approved tutoring programs is available under Programs and Resources at http://www2.dpi.state.wi.us/esea_ses/provsearch.asp

If you are interested in signing up for free SES tutoring services, **please stop by the Leopold gym on the evening of our Open House on Tuesday, October 4.** If you can not make it to the Open House, please stop by Leopold Elementary School's main office between October 5 and November 4.

Thank you,

John Burkholder
Principal



Every student achieving, everyone responsible.

October 27, 2011

Free Tutoring for Your Child!

Dear Families,

Help your child succeed in school – sign up for free tutoring! This is a great opportunity to help your child in school without any cost to you. As a result of the federal *No Child Left Behind Act*, your child can receive academic tutoring to help him or her do better in school.

You can choose a free tutoring program that best meets your child's needs from the list of approved tutoring programs in your area. These programs, which have been approved by the state department of education, will provide your child with tutoring that is coordinated with what is being taught in school and may help improve your child's academic skills. Research from the federal government has shown that students who participated in this free tutoring program made significant gains in student achievement, and those students who participated in multiple years did even better.

The list of tutoring programs gives you a description of each program, the qualifications of the tutors, and information about each program's effectiveness. It also indicates the programs that serve students with disabilities or limited English proficiency.

When deciding which tutoring program is best for your child, you may want to ask these questions:

- When and where will the tutoring take place (at school, home, a community center)?
- How often and for how many hours in total will your child be tutored?
- What programs, by grade levels and subject areas, are available for your child?
- What type of instruction will the tutor use (small group, one-on-one, or the computer)?
- What are the tutors' qualifications?
- Can the tutor help if your child has a disability or is learning English?
- Is transportation available to and from the location where the tutoring will take place?

Please call Jennie Allen at 663-1592 if you have any questions about this tutoring program. You also may join us and talk to the tutors on Tuesday, November 1, 2011 from 6:00 – 8:00PM in the Leopold Gym to help you decide which program is best for your child. If you would like to select a tutor now, you can fill out the enclosed SES Provider Preference sheet and return it to the Leopold school office. Applications are due by November 11, 2011. After you submit your application, you will receive a letter from Madison Metro School District by November 15, 2011 telling you when the free tutoring will start.

Thank you,

Jennie Allen
MMSD SES Coordinator

Enclosures: SES Provider Preference

SES Provider Information

Provider Name	Hours	Location	Grades	Language	Teacher/Student Ratio	# of Allowable Hours	Certified Teachers
Academic Solutions	Mon – Fri 3-8PM Sat & Sun 11AM – 8PM	Leopold, Public Library, Community Center, In-home, online	K-5	English/Spanish	1:1 and 1:6	Up to 2 hours per session	Hires certified teachers and individuals with at least an associate's degree
Achieve Success	Your choice (week day afternoons/evenings) or weekends	In-home or nearby location (like a library)	K-5	English/Spanish	1:1	22.2	Yes
Club Z! Tutoring	3:05 – 4:05PM	Leopold	K - 5	English/Spanish	In-School 1:5	24	Yes
Educate Online Learning	M-F: 2-10PM Sat: 8AM – 5PM Sun: 11AM – 8PM	Online	K-12	Primary – English *Has bilingual staff for parents	1:3	24	Yes
Education Matters	Mon – Sun, any non-school hour, 8AM – 8PM	In-home or local library	All	English/Spanish	1:1	20	Yes
The Ivy Tutor	After school & weekends	In-Home (may be in-school based on enrollment)	K – 5	English/Spanish	In-Home 1:1 In-School 1:5	18	Yes
MSCR	2 hours per week	Leopold	K-5	English/Spanish	1:5	32	Yes
Tools of Empowerment	??	??	??	??	??	??	??

SES Provider Preference

Student Name(s): _____

Grade(s): _____ Teacher _____

Family Name: _____

Contact Phone Number: _____

Contact Email Address: _____

Address: _____

* * * * *

Provider Preference: _____

*If you have more than 1 student, please list the student's name and provider preference.

Please return the Preference Sheet as you leave the Leopold Gym.



Leopold Elementary School

School Improvement Plan

Current Year Summary

September 1, 2011

For Questions Please Contact:

John Burkholder, Principal

Leopold Elementary School
2602 Post Road
Madison, WI 53713

(608)204-4240



School Improvement Plan: Current Year Summary

Each school in the Madison Metropolitan School District (MMSD) creates an individual School Improvement Plan, or SIP, as part of ongoing efforts to meet the academic and social emotional needs of all students. Schools use their collective wisdom and their understanding of the considerable amount of research available suggesting that schools need to engage in a continuous process of improvement. This improvement is based on individual school data, linked to research-based 'best practices,' and executed in a way that encourages the inclusion of as many stakeholders as possible. In addition to targeting the needs of students, SIP plans generally outline ways in which schools seek to engage their respective communities. Because of the changing nature of students and communities, SIP plans should be viewed as living documents that are updated on an annual basis, if not more frequently.

MMSD Mission Statement

Following is the mission state of the Madison Metropolitan School District. By extension, this mission statement is also the mission of every school within the district.

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

Leopold Theory of Action

Below please find the five major SIP goals—or what we like to call, Theories of Action—for the current school year at Leopold Elementary. Please keep in mind that many of these theories of action will continue to be a focus in future years as well.

Theory of Action #1: If we support the development of instructional teams, then shared responsibility of students will result in continuous improvement of learning for all students.

Theory of Action #2: If we use frequent formative assessments with our students in an effort to target classroom instruction and interventions, then achievement will increase.

Theory of Action #3: If we continue to provide ongoing professional development opportunities to meet the needs of teachers and staff, then teaching will be strengthened and student achievement will increase.

Theory of Action #4: If we create systems to welcome and support diverse families in the Leopold community, then families will be more likely to partner with us in meeting the academic and social/emotional needs of our students.

Theory of Action #5: If we assist students in developing responsible schooling behaviors, then students will more fully engage in school and develop skills that lead to successful lifelong learning.

Problem of Practice

To accommodate the process of Instructional Rounds, Leopold Elementary, like all schools in the Madison Metropolitan School District, is working to develop Problems of Practice. Problems of Practice allow members of each school's School Support Team to focus observations of instructional rounds visits on targeted areas of need. Feedback from the instructional rounds process helps schools to align resources and support services to address identified Problems of Practice.

In general, a Problem of Practice

describes an evidence-based problem of student learning,
focuses on the instructional core,
is directly observable,
is characterized in terms of adult practice or behavior,
and is a point of high leverage.

Ultimately, a Problem of Practice is something we care about as a school and that would make a difference for student learning if we improved it.

Over time, Leopold Elementary School will identify and develop multiple Problems of Practice. At this time, the Leopold Leadership Team has identified the following single Problem of Practice:

WKCE reading results by standard suggest that many students may not have the grade level vocabulary necessary to find success on this important state assessment. We believe that students with below grade level instructional reading levels are precluded an equal opportunity to develop grade level academic vocabulary during literacy instruction as their at or above grade level peers.

Leopold SIP as Response to Instruction and Intervention (RtI²)

Response to Instruction and Intervention, or RtI², is a four part process used to support the learning needs of students. Each part, framed as a question, is found in the headings of the below table. Our five Theories of Action, when turned inside out, provide us with the answers to the first two questions and remain constant over the time period covered by this SIP plan. Answers to the remaining two questions change over time as achievement targets change and student needs fluctuate as measured by ongoing assessments. The following table is based on what we want students in general to know and do. When used with individual students, the RtI² model gets much more specific and focused on specific student needs.

What do we want students to know or do?	What strategies do we use?	How do we know if they have learned it?	How do we respond when they haven't learned it? What do we do for those who already know it?
We want continuous improvement of learning for all students.	We will support the development of instructional teams and shared responsibility of students.	Feedback from School Support Team rounds visits focused on problems of practice; student achievement data across time; school-wide value added data.	Focus on standards-based instruction and differentiated learning groups within classrooms. After school program to include targeted small group instruction in reading and math. Enrichment opportunities for students excelling in their achievement.
We want student achievement to increase.	We will use frequent formative assessments with our students in an effort to target classroom instruction and interventions.	Feedback from School Support Team rounds visits focused on problems of practice; record of individual classroom and student assessments; student achievement data across time; school-wide value added data	Students not experiencing success in this area are discussed within instructional team environments in an effort to align testing and ongoing services. Students who continue to struggle may be referred for SSIT review.
We want student achievement to increase.	We will provide ongoing professional development opportunities to meet the needs of teachers and staff to strengthen teaching.	Feedback from School Support Team rounds visits focused on problems of practice; student achievement data across time; school-wide value added data.	School-wide data is continuously monitored in an effort to align ongoing PD opportunities to the current needs of students and staff.
We want families to partner with us in meeting the academic and social/emotional needs of our students.	We will create systems to welcome and support diverse families in the Leopold community.	Parent climate survey; parent and family participation rates in school sponsored meetings and events.	Significant efforts are made for coordinated home visits in an effort to garner family support and to connect families with available community services.
We want students to engage more fully in school and develop skills that lead to successful lifelong learning.	We will assist students in developing responsible schooling behaviors.	Office referral data; summative and formative assessment results	Students struggling with behavior will have individualized plans developed. Students who continue to struggle will be referred to SSIT for intervention.

**Madison Metropolitan School District
School Improvement Plan: Current Year Summary**



School: **Leopold Elementary School**

Year: **2011-2012**

Principal: **John Burkholder**

Period Covered: **2011-2012 and 2012-2013 School years**

Date Developed: **May 2006; Updated: June 17, 2009; September 21, 2009; June 11, 2010; December 10, 2010; April 11, 2011; June 21, 2011**

Theory of Action #1: If we use resources to protect and support instructional teams, then shared responsibility of students will result in continuous improvement of learning for all students.

Data sources that support our goal:

Feedback from School Support Team rounds visits focused on problems of practice; schedule of Instructional Team meetings/support sessions and record of activities; student achievement data across time; school-wide value added data.

Ways we'll measure progress: **Currently Leopold's school-wide AYP scores in the area of reading and math are 78% and 74% respectively. Target AYP scores for reading include 87% as measured by the 2011 WKCE assessment, and 93.5% as measured by the 2012 WKCE assessment. Target AYP scores for math include 79% as measured by the 2011 WKCE assessment, and 89.5% as measured by the 2012 WKCE assessment.**

#	Action Plan for Theory of Action #1	2011-2012 Progress
1	Create an instructional design with clearly defined instructional teams.	6/11-Student class placement completed for the 2011-2012 school year with emphasis on maintaining instructional groupings around special education, ELL, Title, and bilingual students.
2	Establish support, time, and focus for Instructional Teams to examine student work and assessment data, and to share/learn effective practices for improving student achievement.	7/11-MMSD solidifies district practices around instructional team planning time on Monday early release days. 8/11-Fourth Monday 45 minute PD sessions designated as Instructional Team meeting time. 9/11-After school PD session focuses on development of Instructional Teams.
3	Coordinate school schedules to support the development of instructional teams.	8/11-Specials schedules attempt to build common planning time across each Instructional Team to the greatest extent possible. 8/11-Instructional Teams assigned support staff. 9/11-Individual classroom teacher, support staff, and SEA/EA/BRS schedules due to the main office for approval.

What are we doing for students not experiencing success in this area? What interventions are we trying? Focus on standards-based instruction and differentiated learning groups within classrooms. After school program to include targeted small group instruction in reading and math.

Theory of Action #2: If we use frequent formative assessments with our students in an effort to target classroom instruction and interventions, then achievement will increase.

Data sources that support our goal:

Feedback from School Support Team rounds visits focused on problems of practice; record of individual classroom and student assessments; student achievement data across time; school-wide value added data.

Ways we'll measure progress:

Progress monitoring walls in reading and math to chart student growth.

#	Action Plan for Theory of Action #2	2011-2012 Progress
1	Conduct and monitor frequent formative assessments in reading and math (i.e., PLAA, Fact Interviews, etc.).	8/11-New assessment calendar distributed to all staff.
2	Conduct PLAA testing for all students below level 30	9/11-PLAA data collected for all students.
3	Develop progress monitoring walls for reading and math.	10/11-Electronic PMW created and school-wide data input in the area of reading.
4	Conduct MAP testing as a means to assess student progress and areas of need.	9/11-Initial MAP testing completed for students in grades 3-5.

What are we doing for students not experiencing success in this area? What interventions are we trying? Students not experiencing success in this area are discussed within instructional team environments in an effort to align testing and ongoing services. Students who continue to struggle may be referred for SSIT review.

Theory of Action #3: If we continue to provide ongoing professional development opportunities to meet the needs of teachers and staff, then teaching will be strengthened and student achievement will increase.		
Data sources that support our goal: Feedback from School Support Team rounds visits focused on problems of practice; record of individual, team, and school-wide professional development opportunities and participation rates; student achievement data across time; school-wide value added data.		
Ways we'll measure progress: Monitoring of summative and formative assessment results as outlined in above Theory of Action numbers one and two.		
#	Action Plan for Theory of Action #3.A	2011-2012 Progress
1	Provide training and support to teachers in efforts to develop pedagogical skills in the areas of Word Study and Language Workshop.	8/11-PD provided to all teachers in the areas of Word Study and Language Workshop. 10/11-PD continues in the area of Word Study.
2	Begin work to implement the Linda Dorn Comprehensive Literacy Model (PCL School).	8/11-Leopold accepted into a cohort of five MMSD PCL Schools. 9/11-IRTs begin weekly CLM training. 10/11-Principal, AP, and IRTs meet with Linda Dorn.
3	Develop staff knowledge and interventions around the concept of Response to Intervention.	8/11-Rtl PD provided to all staff members. 10/11-Rtl training provided at faculty meeting.
4	Develop a working and supportive relationship with Leopold's assigned School Support Team (SST).	6/11-Coordination meeting held between principal and SST group leader. 8/11-SST group leader coordination meeting held with principal. 9/11-SST Leader presents at PD meeting on instructional teaming.
5	Conduct Instructional Rounds as part of work with the school's SST.	8/11-Instructional rounds dates determined. 10/11-Principal participates in SST instructional rounds at Lincoln Elementary.
6	Build awareness among staff of the Five Dimensions of Teaching.	8/11-Five Dimensions of Teaching shared at all staff professional development meeting.
What are we doing for students not experiencing success in this area? What interventions are we trying? School-wide data is continuously monitored in an effort to align ongoing PD opportunities to the current needs of students and staff.		

Theory of Action #4: If we create systems to welcome and support diverse families in the Leopold community, then families will be more likely to partner with us in meeting the academic and social/emotional needs of our students.

Data sources that support our goal:

Parent climate survey; parent and family participation rates in school sponsored meetings and events.

Ways we'll measure progress:

Satisfaction levels as reported by parents on the four main categories of the district's climate survey will meet or exceed district averages.

#	Action Plan for Theory of Action #4	2011-2012 Progress
1	Expand the school's DLI program into second grade.	9/11-Three second grade DLI classrooms added to instructional design bringing to 11 the number of DLI classrooms. 10/11-Monthly DLI parent meetings scheduled.
2	Expand opportunities for Unity and Grupo Latino activities and events.	10/11-Annual Fall Festival coordinated by Unity Group.
3	Establish a system for welcoming and orienting new students.	
4	Promote the Leopold Brand.	9/11-Meeting with the superintendent and Fitchburg Mayor. 10/11-Leopold Facebook page created.

What are we doing for students not experiencing success in this area? What interventions are we trying? Significant efforts are made for coordinated home visits in an effort to garner family support and to connect families with available community services.

Theory of Action #5: If we assist students in developing responsible schooling behaviors, then students will more fully engage in school and develop skills that lead to successful lifelong learning.

Data sources that support our goal:

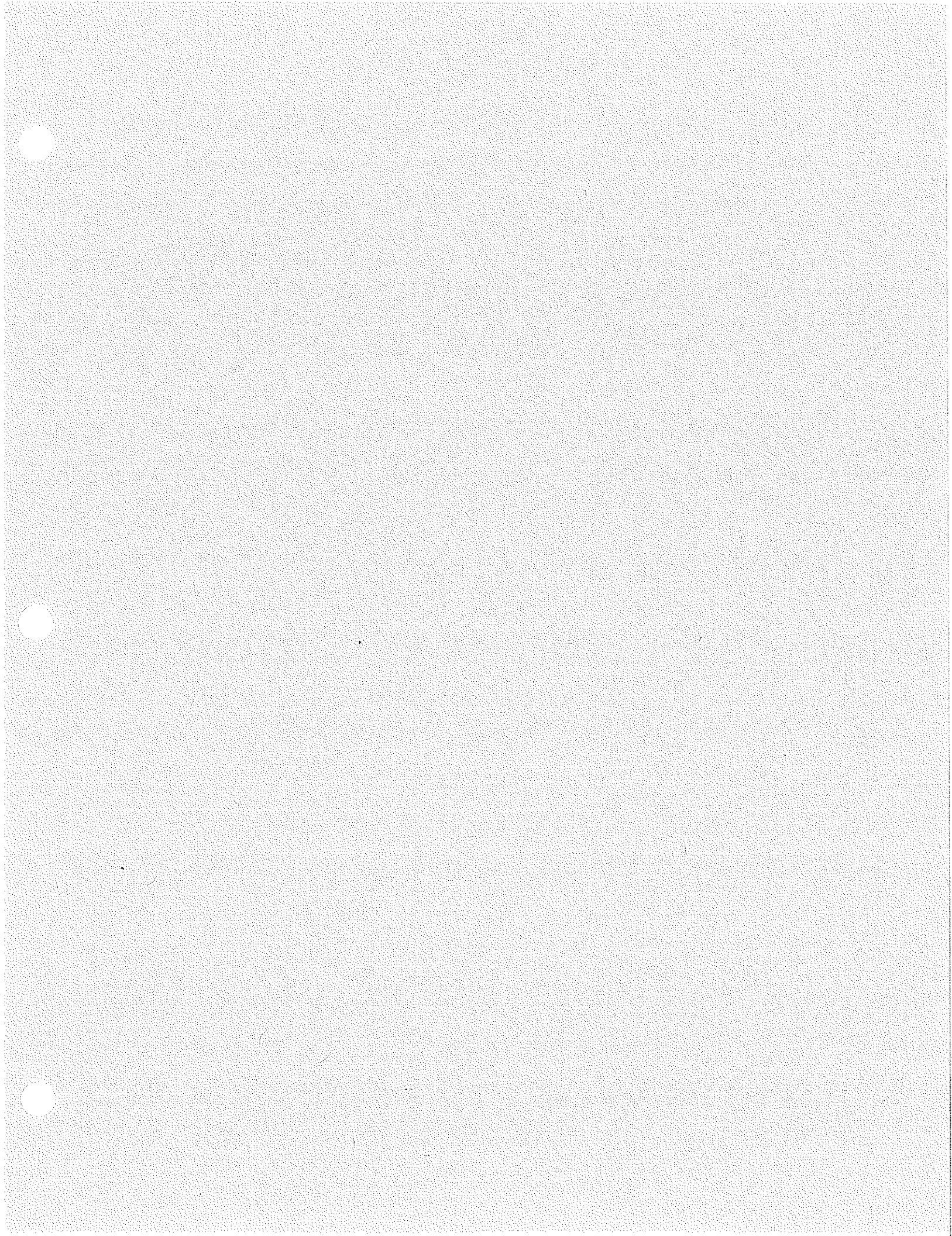
Office referral data; summative and formative assessment results.

Ways we'll measure progress:

Office referrals will decline in number and severity of offense over time; suspensions will decline 10% per year.

#	Action Plan for Theory of Action #5	2011-2012 Progress
1	Expand the implementation of Responsive Classroom Practices to include Buddy Classrooms, Positive Timeouts, and Morning Meetings.	8/11-PBS team attends summer Responsive Classroom training. 8/11-Buddy Classrooms and Positive Timeouts introduced to all teachers 10/11-PBS team retreat to coordinate school-wide PBS activities. 10/11-Two half days of staff development focuses on Morning Meetings.

What are we doing for students not experiencing success in this area? What interventions are we trying? Students struggling with behavior will have individualized plans developed. Students who continue to struggle will be referred to SSIT for intervention.



MADISON METROPOLITAN SCHOOL DISTRICT



Find Content

- Site Nodes
- Administer
- Content Creators
- Editors
- Filebrowser

Search



Staff Only

INFORMATION FOR STAFF

- Computer Contacts Info
- Departments & Divisions
- Directories - ALL
- Directory - Internal Staff
- DWW
- Employment
- HR Forms
- HR/Bus Svcs Software
- Mileage Reimbursement
- New Vendor Request
- Out of District Reimbursement
- Parking Tag Lookup
- Printing Job Request

TECHNICAL HELP & INFO

Drupal Navigation

- My account

- About Us
- Parents/Guardians
- Students
- Community
- Contact Us

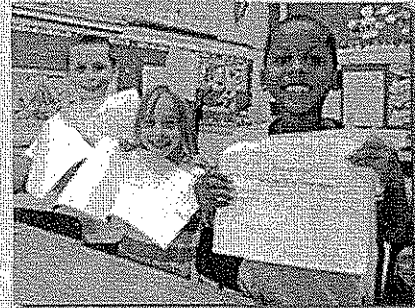
- View
- Edit
- Workflow
- Grant

"Every child achieving, everyone responsible."

DISTRICT IMPROVEMENT STRATEGIES

MADISON METROPOLITAN SCHOOL DISTRICT

The Madison Metropolitan School District serves a diverse community and a diverse student population. The MMSD is committed to the success of every student and is implementing the following strategies to better serve our community and to address the achievement gap that is negatively impacting many of our students' success. What follows are brief descriptions of strategies along with links to more information.



We will...

Strengthen The Core

Improve teaching and learning in core academic subjects including reading, math, science and social studies by making what is taught and how it is taught consistent across schools and appropriately sequenced throughout grade levels. Using appropriate interventions and supports from 4K through graduation.

Meet Standards

Transform central office staff to support schools and school leadership. Build capacity for school and teacher collaboration around student learning and interventions. Ensure standards are explicit for staff, students and families, including common expectations for both learning and behaviors that support learning. Use varied learning measurements.

Improve Teaching

Provide training to MMSD teachers and instructional leaders in effective teaching techniques and curriculum content. Reorganize central office staff to support schools and school leadership. Provide a structured framework for determining when a teaching strategy is working. Build teachers' capacity

- ▶ Create content
- ▶ Administer
- ▶ Log out

Set Goals

for connecting learning to student's cultures, interests and cognitive abilities.

Identify benchmarks for student learning. Establish high expectations for all students and use the most current and best methods for monitoring progress toward meeting standards. Evaluate programs to see if they are working. Diversify the kinds of measures used. Regularly report progress on the goals to parents and the community.

Close Gaps

Focus on literacy in early childhood and support K-12. Target tutoring at the kindergarten level to prevent education gaps from growing. Outline what children must learn, how they learn it and by when. Emphasize high school teacher collaboration to build interconnected supports and a variety of options for secondary students to keep them on track for graduation and well prepared for higher education, employment and responsible citizenship. Hire a racially and ethnically diverse workforce.

Involve Parents

Build on parent empowerment model in schools identified for improvement. Extend programs begun by the Division of Equity and Family Involvement in a greater number of schools. Increase the frequency and vary the type of community engagement initiatives to ensure parents are involved in decision-making.

Extend Learning

Provide early and extended-day, extended school-year learning for students in subgroups statistically below academic standards and groups over-represented in special education programs. Continue to build on the successful Schools of Hope volunteer tutoring program. Continue to strengthen interface between MSQR after-school programming and students' classroom experiences.



Find Content

- Site Nodes
- Administer
- Content Creators
- Editors
- Filebrowser

Search



Staff Only

INFORMATION FOR STAFF

- Computer Contacts Info
- Departments & Divisions
- Directories - ALL
- Directory - Internal Staff
- DWW
- Employment
- HR Forms
- HR/Bus Svcs Software
- Mileage Reimbursement
- New Vendor Request
- Out of District Reimbursement
- Parking Tag Lookup
- Printing Job Request

TECHNICAL HELP & INFO

Drupal Navigation

- My account

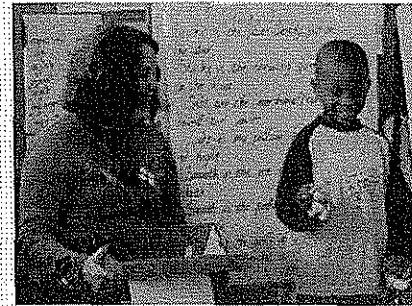
- About Us
- Parents/Guardians
- Students
- Community
- Contact Us

- View
- Edit
- Workflow
- Grant

Indicators of progress

Recent qualitative and quantitative data reflect some positive trends toward improvement. Here are a few examples:

In a school where 72.5% of the students come from low-income households and nearly 70% are children of color, Lincoln Elementary School is beating the odds. In 2008-09 Lincoln missed AYP only in reading. The following year the Lincoln school demonstrated improvement and in 2010-11 the school met AYP goals in all areas. Strong school leadership and great teaching are the key characteristics of this model school.



The results of the 2010-2011 ACT college entrance exams showed an increase in participation by African American and Hispanic students. More importantly these students also posted a 4% gain on their average ACT composite scores over the prior year's average.

The Madison Metropolitan School District is one 367 public school districts across 43 states and Canada named to the College Board 2nd Annual AP Honor Roll for simultaneously increasing access to and enrollment in Advanced Placement coursework for students of color and low-income students while maintaining and increasing the percentage of students earning scores of 3 or higher on AP exams. The work of the REaL Grant team in forming new models of teacher and school collaboration has had a positive impact on high school culture and student achievement.


The data on the AVID/TOPS program look very promising with upward trends especially for students of color:

1. AVID/TOPS students have a higher GPA than the cohort group.
2. AVID/TOPS students have higher school attendance than the cohort group.
3. AVID/TOPS students have less behavior referrals than the cohort group.

85% of four-year-old children in the the MMSD attendance area enrolled in the the first year of four-year-old kindergarten. MMSD's emphasis on early education will stem the growth of achievement gaps predicated on race and income.

The annual report on the MMSD Strategic Plan provides a check-list of progress on specific goals indentified in a community-wide initiative that outlined values and priorities for MMSD schools. The plan has provided a road map for improvement in all facets of education, from early childhood through high school graduation.

- ▶ Create content
- ▶ Administer
- ▶ Log out



MADISON METROPOLITAN SCHOOL DISTRICT

[Index](#) / [Log Out](#) / [News](#) / [Home](#)

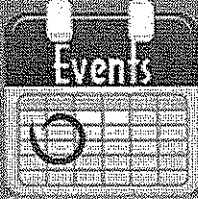
Page last modified: November 2nd, 2011
Copyright ©1996-2011 Madison Metropolitan School District
[Comments?](#) [Contact us](#)



Find Content

- Site Nodes
- Administer
- Content Creators
- Editors
- Filebrowser

Search



Staff Only

INFORMATION FOR STAFF

- Computer Contacts Info
- Departments & Divisions
- Directories - ALL
- Directory - Internal Staff
- DWW
- Employment
- HR Forms
- HR/Bus Svcs Software
- Mileage Reimbursement
- New Vendor Request
- Out of District Reimbursement
- Parking Tag Lookup
- Printing Job Request

TECHNICAL HELP & INFO

Drupal Navigation

My account

- About Us
- Parents/Guardians
- Students
- Community
- Contact Us

- View
- Edit
- Workflow
- Grant

Schools not meeting Adequate Yearly Progress (AYP) benchmarks

The following *Adequate Yearly Progress Summary* lists the subgroups of each MMSD school that did not meet the benchmarks for Adequate Yearly Progress (AYP) for reading and/or math for the 2010-2011 school year according to the requirements established for the Elementary and Secondary Education Act (No Child Left Behind).

School	Subgroup	Subject
Cherokee Middle School	Black (Non-Hispanic)	Math
	Students with Disabilities	Reading, Math
	Economically Disadvantaged	Math
East High School	Black, (Non-Hispanic)	Reading, Math
	English Language Learners (ELL)	Reading
	Economically Disadvantaged	Reading, Math
La Follette High School	Students with Disabilities	Math
	Economically Disadvantaged	Math
Leopold Elementary School	Black (Non-Hispanic)	Reading
Memorial High School	Students with Disabilities	Reading
Toki Middle School	Students with Disabilities	Reading, Math

More on the federal law:

The No Child Left Behind Act (NCLB), signed into law by President Bush in January 2002, is a reauthorization of the nearly 40-year old *Elementary and Secondary Education Act*. The revised law is designed to close achievement gaps and bring all students to the "proficient" level on state tests by the 2013-14 school year.

NCLB represents a movement toward standards-based education. A standards-based education means that individual student progress is reported relative to the degree of proficiency on any given standard, not solely in comparison to their peers.

NCLB required every state to institute a standards-based testing program. This requirement increased the number of standardized tests for students in Wisconsin's public

- ▶ Create content
- ▶ Administer
- ▶ Log out

schools. Students are now tested in both reading and math via the WKCE in grades 3, 4, 5, 6, 7, 8, and 10, while WKCE testing in grades 4, 8 and 10 continues in the areas of writing, science and social studies. For students receiving special education services and/or students with limited English language skills, alternative assessments are used as appropriate.

Results of the state tests are used to determine whether schools and districts are meeting what is called *Adequate Yearly Progress*, or AYP. AYP is the measure of annual progress that must be achieved in order for all students in U.S. public schools to be proficient in reading and math by the end of the 2013-14 school-year. For any individual elementary school to reach the AYP target, a certain percentage of its total student population must test at the "proficient" level in reading and math.

Students' test performance must also meet established targets within specified demographic categories to ensure educational equity and elimination of achievement gaps. Specifically, students with disabilities, limited English language skills, Black, Hispanic and students from low-income households are among these subgroups. If any one subgroup does not meet its target, then the whole school is given the designation "failed to meet AYP" or "school identified for improvement". In addition, total student attendance for the school must be 85% or higher.

Very recently the federal government raised the test score targets established by the law in order to meet its 2013-14 goal. The target for reading this year was 80.5 percent proficiency and for math for 68.5 percent. For the last three years, the targets were 74 percent for reading and 58 percent for math. For this reason the state of Wisconsin has seen a sharp rise in the number of schools failing to meet AYP.

Ensuring ALL students reach proficiency in both reading and math by the 2013-14 school year is a lofty goal and one that we work hard to meet. However nearly ALL schools in the U.S. will fail to reach this goal, given the way law is written. Over time an increasing percentage of schools across the country will be identified as "failing to meet AYP".

For any school receiving federal Title I funding* sanctions, or penalties, are imposed beginning in the second consecutive year that the school fails to meet AYP. After two consecutive years of failing to meet AYP, these penalties require AYP schools to develop a school improvement plan and may call for the addition of before-school, after-school, and summer activities.

The school would have to provide all students the option of transferring to another public school in the district not identified as in need of improvement, provided space exists at the other school. In this option the lowest performing students are given priority for transfers. The district must use Title I funds to pay for the transportation of any transferring students. After three years of failing to meet AYP, the school must also make supplemental educational services available to students such as after-school tutoring or similar programs.

If a school fails to meet AYP for four consecutive years, the school district must do at least one of the following: Replace school staff relevant to the failure; institute and implement a new curriculum; significantly decrease management authority in the school; extend the school year or school day; or, restructure the internal organization of the school.

In year five of AYP status corrective action taken in the fourth year is followed by the implementation of one of the following alternative governance arrangements: Reopen the school as a public charter school; replace all or most of the school staff, including the principal; turn the school over to a private education management company; or state takeover.

The law also requires that all teachers be "highly qualified." Title I schools must notify

parents annually that they can request information on their children's teachers' qualifications.

Federal and state governments do not cover the costs associated with complying with the law. School districts budgets must cover additional costs such as standardized testing, mandated supports for students not meeting targets for test scores, and transportation and other services resulting from sanctions.

**Title I, Part A (Title I) of the Elementary and Secondary Education Act, provides financial assistance to schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards. Federal funds are based primarily on census poverty estimates and the cost of education in each state.*

Madison Metropolitan School District



[Index](#) / [Log Out](#) / [News](#) / [Home](#)

Page last modified: October 31st, 2011
Copyright ©1996-2011 Madison Metropolitan School District
[Comments?](#) [Contact us](#)

(

(

(

MADISON METROPOLITAN SCHOOL DISTRICT



Find Content

- Site Nodes
- Administer
- Content Creators
- Editors
- Filebrowser

Search



Staff Only

INFORMATION FOR STAFF

- Computer Contacts Info
- Departments & Divisions
- Directories - ALL
- Directory - Internal Staff
- DWW
- Employment
- HR Forms
- HR/Bus Svcs Software
- Mileage Reimbursement
- New Vendor Request
- Out of District Reimbursement
- Parking Tag Lookup
- Printing Job Request

TECHNICAL HELP & INFO

Drupal Navigation

- My account

- About Us
- Parents/Guardians
- Students
- Community
- Contact Us

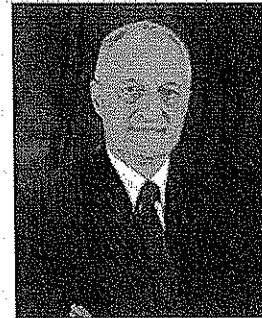
- View
- Edit
- Workflow
- Grant

District Identified for Improvement (DIFI)

Dear MMSD Families,

Signs of progress

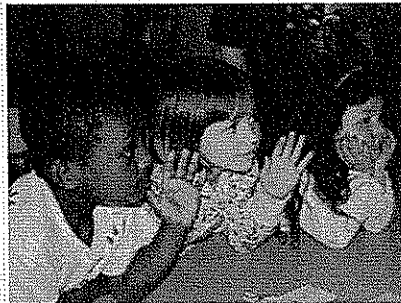
In January 2011 we outlined an array of ambitious strategies for addressing needed improvements to the Madison Metropolitan School District in the [State of the District report](#). Today, ten months later, it is gratifying to watch as our plans for improvement begin to take shape. Deep and systemic change of this kind reveals itself in small but important steps. We are seeing hopeful [indicators of progress](#).



District in need of improvement

Still our challenges are great. We are aware of significant and unacceptable gaps in achievement across groups of students. Because of those gaps, the MMSD, like many districts across the country, has been identified as a "[District in Need of Improvement](#)" by the Wisconsin Department of Public Instruction, in accordance with federal law. The MMSD received this designation because [six of our 49 schools did not meet the law's measures of Adequate Yearly Progress](#) in certain subjects within specific subgroups of students.

Strategies that work



When our strategies for improvement are in place across all schools, we will be ready to celebrate. Until then we remain hard at work, with a sense of urgency. Research and experience show that the instructional practices we've chosen will result in school success for students, but they cannot be implemented quickly or easily.

Please take a few minutes to read more about what we are doing to [address the needs of students](#). We invite you to explore our district improvement plan to learn how these practices provide high-quality education for all students.


Thank you for your continued commitment to education.

Sincerely,

Daniel Nerad, Superintendent of Schools

- ▶ Create content
- ▶ Administer
- ▶ Log out

View Profile / My Profile / My Settings



[Index](#) / [Log Out](#) / [News](#) / [Home](#)

Page last modified: November 2nd, 2011
Copyright ©1996-2011 Madison Metropolitan School District
[Comments?](#) [Contact us](#)



Find Content

- Site Nodes
- Administer
- Content Creators
- Editors
- Filebrowser

Search



Staff Only

INFORMATION FOR STAFF

- Computer Contacts Info
- Departments & Divisions
- Directories - ALL
- Directory - Internal Staff
- DWW
- Employment
- HR Forms
- HR/Bus Svcs Software
- Mileage Reimbursement
- New Vendor Request
- Out of District Reimbursement
- Parking Tag Lookup
- Printing Job Request

TECHNICAL HELP & INFO

Drupal Navigation

- My account

- About Us
- Parents/Guardians
- Students
- Community
- Contact Us

- View
- Edit
- Workflow
- Grant

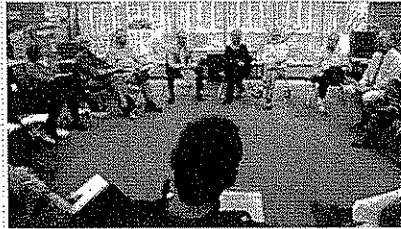
K-12 Alignment

Addressing the needs of ALL learners

K-12 Alignment is a broad umbrella initiative that includes multiple district improvement strategies that address the achievement gap our district currently faces. Simply stated, K-12 Alignment's primary purpose is to ensure that all students, no matter the school they attend, receive an equitable education. The alignment process creates access to a rigorous and articulated curriculum that promotes engagement and provides the necessary resources needed by students and staff for school improvement.



So how is this accomplished?



We need to abandon the things that are ineffective; shore up the foundation of strategies that are moderately effective to become even more effective; and implement new initiatives that are foreseen as highly effective and ensure powerful learning for each student.

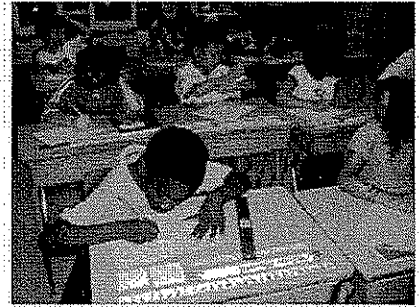
Some of the major initiatives include:

- Develop Individual Learning Plans (ILPs) for every K-12 student has a Roadmap to Their Future
- Align the curriculum, instruction and assessment to common core standards ensuring all students are held to the same rigor in their academic career
- Assess students in our inaugural 4K class to determine those students' needs as they continue through their education over the next 14 years
- Continue the Relationships, Engagement and Learning (REal) grant in our high schools and expand the AVID program to all secondary schools
- Commit to the K-12 Literacy Focus by establishing and maintaining K-12 common core literacy programs and instructional practices
- Continue progress toward the goals contained in the Talented and Gifted Education Plan
- Transform the Central Office to support principals and school staff to ensure student learning through School Support Teams.
- Develop and adopt an instructional framework that will support principals and central office staff
- Investigate and pilot Cultural Practices that are Relevant (CPR) to engage and motivate students from a variety of backgrounds and cultures
- Strengthen Positive Behavior Support (PBS) in schools by teaching children behaviors that lead to school success.

- ▶ Create content
- ▶ Administer
- ▶ Log out

When will it be implemented?

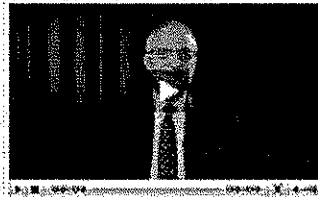
Careful and deliberate planning and development occurred throughout the 2010-11 school year in determining the right work to be accomplished. Many initiatives are currently being used but need support and reinforcement to make them more successful in addressing new standards. During 2011-12 many new initiatives are scheduled for implementation to help bolster the district's mission of cultivating the potential in every student to thrive and succeed in school and in life.



Related Video

2011 Welcome Back Video

Superintendent Daniel Nerad presents his yearly welcome back message to staff.



LINKS:

<https://www.madison.k12.wi.us/sst>

<http://www.madison.k12.wi.us/files/CenterIssueBriefSep08.pdf>

Madison Metropolitan School District

[Index](#) / [Log Out](#) / [News](#) / [Home](#)

Page last modified: October 20th, 2011
Copyright ©1996-2011 Madison Metropolitan School District
Comments? [Contact us](#)



Find Content

- Site Nodes
- Administer
- Content Creators
- Editors
- Filebrowser

Search



Staff Only

INFORMATION FOR STAFF

- Computer Contacts Info
- Departments & Divisions
- Directories - ALL
- Directory - Internal Staff
- DWWW
- Employment
- HR Forms
- HR/Bus Svcs Software
- Mileage Reimbursement
- New Vendor Request
- Out of District Reimbursement
- Parking Tag Lookup
- Printing Job Request

TECHNICAL HELP & INFO

Drupal Navigation

- My account

- About Us
- Parents/Guardians
- Students
- Community
- Contact Us

- View
- Edit
- Workflow
- Grant

A Multi-Tiered Student Support System

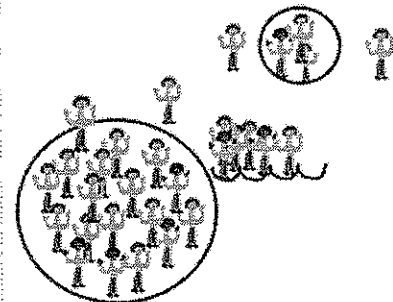
Rti² Response to Instruction and Intervention

Response to Instruction and Intervention (Rti²) is a problem solving, school improvement model that addresses instruction and student response to instruction/intervention. Rti² provides the structure to ensure that all efforts of the district are coordinated and consistent. Rti² embraces the integration of evidence based instruction, interventions, and assessments to address the full range of student academic and behavioral needs present in today's classroom. The promise of using an Rti² model is to support and challenge every student to reach their full potential.



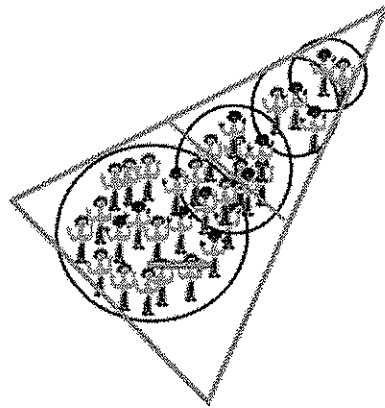
What is the problem?

This image represents the current reality of the system. Those students that are represented in the larger circle are those students who are responding to our general education practices. Those students in the smaller circle represent those students with a documented disability, and are receiving exceptional education services to meet their level of need. Those students falling outside those circles are not receiving the support they need. With this system, we had to wait for these students to fail even more before we could offer them the support they needed.



What is the solution?

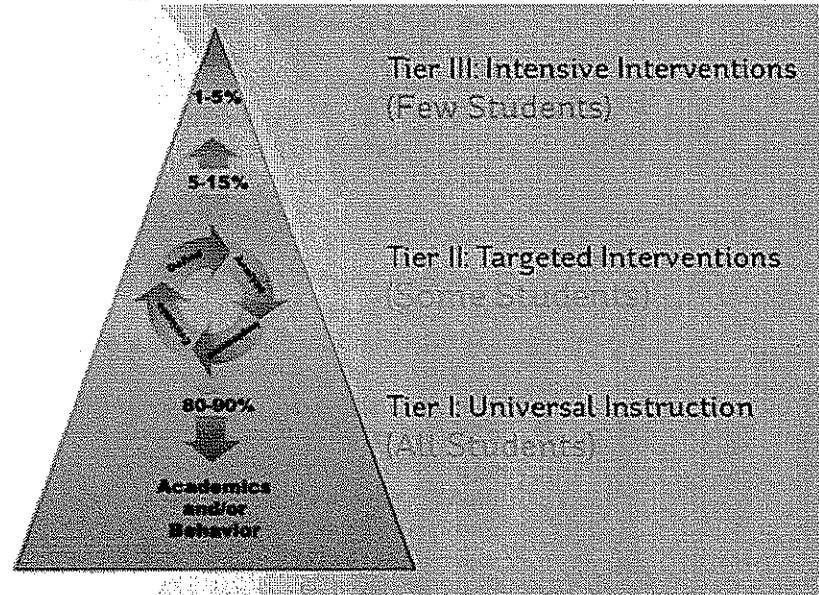
- ▶ Create content
- ▶ Administer
- ▶ Log out



With a new system, students get the support when they need it.

- Benchmark assessments help predict if a student is at-risk for poor outcomes.
- Data is used to predict and prevent problems from occurring in the first place.
- Based on multiple sources of data, an evidence-based intervention is implemented and progress is monitored so as to return the student to that larger circle that represents our core practices.

A multi-tiered, problem solving model that supports all students and provides instruction and intervention based on need



Key Questions in a Response to Instruction and Intervention (RtI²) Framework

- What do we want students to know or do?
- What instructional strategies do we use?
- How do we know if they have learned it?
- How do we respond when they haven't learned it?
- What do we do for those who know it?

The main points of RtI²

RtI² systematically organizes the way we operate our schools in order to reach the vision of academic and behavioral success for all students.

- Culturally Responsive Practices
- High Quality Instruction
- Balanced Assessment
- Collaboration and data based decision making
- Multi-Level System of Support

How are we getting here?

https://tniweb.madison.k12.wi.us/files/tni/RTI_Scope_and_Sequence-1_page.pdf
<https://tniweb.madison.k12.wi.us/node/784>

Go Deeper: Questions and Answers about RtI²

Go deeper into Wisconsin's vision for RtI². Heidi Thull, Academic Coordinator at the Wisconsin RtI² Center, describes how you can provide all students with the best opportunities to succeed in school at http://www.ecb.org/rti/gettingstarted_bonus.htm.

The screenshot shows a video player with a play button over a woman's face. To the right of the video is a list of questions:

- Question 1 for Heidi Thull** 00:00
What is fundamentally different about RtI from other support interventions?
- Question 2** 00:40
How would the response to the speaker's Pt. 3 & what effective supports have been using all going?
- Question 3** 00:56
The review of system of support is an essence reflection of Wisconsin's RtI framework. What does a multi-level system of support look and sound like in practice?
- Question 4** 02:08
What is data-driven?
- Question 5** 02:47
What is balanced assessment?
- Question 6** 03:55

Madison Metropolitan School District

[Index](#) / [Log Out](#) / [News](#) / [Home](#)

Page last modified: October 24th, 2011
 Copyright ©1996-2011 Madison Metropolitan School District
 Comments? [Contact us](#)



Find Content

- Site Nodes
- Administer
- Content Creators
- Editors
- Filebrowser

Search



Staff Only

- INFORMATION FOR STAFF
 - Computer Contacts Info
 - Departments & Divisions
 - Directories - ALL
 - Directory - Internal Staff
 - DWW
 - Employment
 - HR Forms
 - HR/Bus Svcs Software
 - Mileage Reimbursement
 - New Vendor Request
 - Out of District Reimbursement
 - Parking Tag Lookup
 - Printing Job Request

TECHNICAL HELP & INFO

Drupal Navigation

- My account

- About Us
- Parents/Guardians
- Students
- Community
- Contact Us

- View
- Edit
- Workflow
- Grant

Career and College Readiness

The Career and College Readiness Plan was created to align High School core curriculum to ACT College and Career Readiness and Common Core Standards to prepare students to be "ready for college and career."



One district project that supports this plan is the REaL Project. In 2008 MMSD received a 5.3 million dollar

Small Learning Communities grant from the US Department of Education. The purpose of the grant is to further past MMSD successes at the high school level and initiate bold new systems and activities to improve the educational experiences for all MMSD high school students.

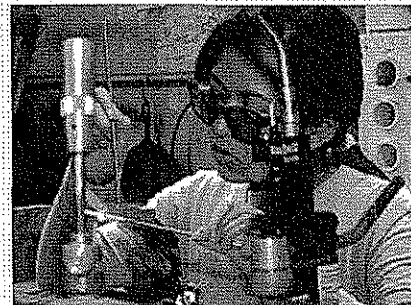


The project has three goals:

1. Increase Academic Success for all students.
2. Strengthen Student-to-Student Relationships/ Strengthen Student-to-Adult Relationships.
3. Improve Post-Secondary Outcomes for all students.

In order to enhance MMSD high schools to accomplish these goals MMSD has:

1. Hired a teacher leader at each school to coordinate activities and initiatives at each school that will lead to school improvement and meet the REaL goals.
2. Hired a literacy coach at each school that will work with school staff to imbed effective literacy practices in every classroom and department.
3. Received an additional grant from the Wallace Foundation to develop the leadership skills of Department Chairpersons to foster teacher driven leadership and innovation at each school.
4. Established a variety of school based and district action teams to develop and implement a wide array of innovative practices.
5. Established teacher-driven Innovation Teams at each school that discuss best practices, school initiatives, and discuss innovative teaching practices to be incorporated in the classroom.



- ▶ Create content
- ▶ Administer
- ▶ Log out

All MMSD graduates will become self-determined learners able to access a wide array of post-secondary options.

Related Video

The AVID/TOPS Program

Through the AVID/TOPS program students at Madison high schools are being put on the path to college.



LINKS:

<https://www.madison.k12.wi.us/node/9862>

<https://secedweb.madison.k12.wi.us/real>

Madison Metropolitan School District

[Index](#) / [Log Out](#) / [News](#) / [Home](#)

Page last modified: October 25th, 2011
Copyright ©1996-2011 Madison Metropolitan School District
[Comments?](#) [Contact us](#)

MADISON METROPOLITAN SCHOOL DISTRICT



Find Content

- Site Nodes
- Administer
- Content Creators
- Editors
- Filebrowser

Search



Staff Only

INFORMATION FOR STAFF

- Computer Contacts Info
- Departments & Divisions
- Directories - ALL
- Directory - Internal Staff
- DWW
- Employment
- HR Forms
- HR/Bus Svcs Software
- Mileage Reimbursement
- New Vendor Request
- Out of District Reimbursement
- Parking Tag Lookup
- Printing Job Request

TECHNICAL HELP & INFO

Drupal Navigation

- My account

- About Us
- Parents/Guardians
- Students
- Community
- Contact Us

- View
- Edit
- Workflow
- Grant

Teaching Students Good Behaviors

PBS - Positive Behavior Support

Positive Behavior Support (PBS) programs help schools define and support appropriate behaviors by explicitly teaching students about good behaviors and including it as part of the curriculum. In PBS schools the staff act together to set common expectations for both learning and behaviors that support learning. Using their own data, schools can address specific concerns and use proven practices to address those matters. The PBS approach reinforces students for exhibiting the correct behavior as it recognizes that success in school is contagious. Outcomes include decreased discipline problems, increased academic achievement and improved school safety.



K.S. 48-12-1000-1000-1000-1000-1000



"We have seen a huge impact that PBS has had on student behavior. A couple years back we had 1,900 behavior referrals. A year later we had 700."

*Jenny Markwiese
School Social Worker*

Over 300 Wisconsin Schools are Implementing PBS: Since the mid 1990's over 13,000 schools nation-wide are implementing PBS.

Consistent procedures support student learning by creating an environment in which students know what is expected of them. Time spent teaching these procedures saves instructional time in the long run, as students know how to behave and work and less time is spent correcting inappropriate behavior.



- ▶ Create content
- ▶ Administer
- ▶ Log out



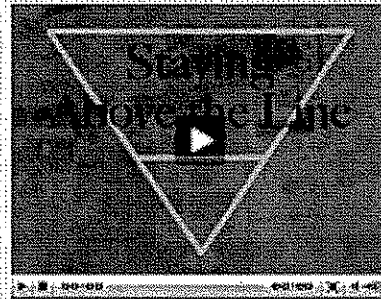
"PBS has been a really positive thing at Schenk. PBS is... a way to create systems in the school that support student learning and positive behaviors through engagement. The research is clear ... that as the level of engagement increases so does our student learning."

Emmett Durtschi
Principal, Schenk Elementary School

Related Video

Staying Above the Line

Safe and respectful behavior in school comes through establishing explicit expectations. Madison educators discuss the concepts behind a behavior protocol developed by Corwin Kronenberg that keeps students, 'Above the Line.'



LINKS:

- <https://stusvcweb.madison.k12.wi.us/node/158>
- http://www.pbis.org/school/what_is_swpbs.aspx

Madison Metropolitan School District

[Index](#) / [Log Out](#) / [News](#) / [Home](#)

Page last modified: October 14th, 2011
 Copyright ©1996-2011 Madison Metropolitan School District
 Comments? [Contact us](#)

MADISON METROPOLITAN SCHOOL DISTRICT



Find Content

- Site Notes
- Administer
- Content Creators
- Editors
- Filebrowser

Search



Staff Only

INFORMATION FOR STAFF

- Computer Contacts Info
- Departments & Divisions
- Directories - ALL
- Directory - Internal Staff
- DWW
- Employment
- HR Forms
- HR/Bus Svcs Software
- Mileage Reimbursement
- New Vendor Request
- Out of District Reimbursement
- Parking Tag Lookup
- Printing Job Request

TECHNICAL HELP & INFO

Drupal Navigation

- My account

- About Us
- Parents/Guardians
- Students
- Community
- Contact Us

- View
- Edit
- Workflow
- Grant

Measures of Academic Progress & the Educational Planning and Assessment System

Beginning in September 2011 all MMSD students in 3rd through 7th grade will take a MAP assessment. MAP stands for Measures of Academic Progress and these tests help our elementary and middle school teachers assess each individual student's learning level to better meet every student's needs. MAP tests are aligned to national and state standards assessing reading, language usage, and mathematics. MAP tests are computer-based and the results are available immediately informing teachers what students are learning and in what areas they may need more support.



Grade	Assessment
3rd-7th	MAP
8th/9th	EXPLORE
10th	PLAN
11th/12th	ACT


EPAS® or the Educational Planning and Assessment System is a sequence of tests that help students in 8th through 12th grade prepare for the ACT as well as predict their score on future tests based on current performance. EPAS testing begins in 8th and 9th grades with the EXPLORE assessment testing math, English, reading, and science. The EXPLORE also includes an interest inventory to assist students as they begin


considering potential careers. In 10th grade, students take the PLAN assessment, another checkpoint towards preparing for the ACT. In 11th and 12th grades students take the ACT, which assesses the higher-order thinking skills students developed in grades K-12 and measures growth with a goal: success in all post-secondary options.



LINKS:

- ▶ Create content
- ▶ Administer
- ▶ Log out



Learn more about EPAS:
<http://www.act.org/epas/>
<http://www.act.org/research/policymakers/pdf/epas.pdf> 

Learn more about MAP testing:
<http://www.nwea.org/help-all-kids-learn>

Learn more about standardized testing:
<http://www.pbs.org/wgbh/pages/frontline/shows/schools/testing/>
<http://dpi.wi.gov/oea/tm-studassmt.html>

[Index](#) / [Log Out](#) / [News](#) / [Home](#)

Page last modified: October 25th, 2011
Copyright ©1996-2011 Madison Metropolitan School District
Comments? [Contact us](#)



Find Content

- Site Nodes
- Administer
- Content Creators
- Editors
- Filebrowser

Search



Staff Only

INFORMATION FOR STAFF

- Computer Contacts Info
- Departments & Divisions
- Directories - ALL
- Directory - Internal Staff
- DWW
- Employment
- HR Forms
- HR/Bus Svcs Software
- Mileage Reimbursement
- New Vendor Request
- Out of District Reimbursement
- Parking Tag Lookup
- Printing Job Request

TECHNICAL HELP & INFO

Drupal Navigation

- My account

- About Us
- Parents/Guardians
- Students
- Community
- Contact Us

- View
- Edit
- Workflow
- Grant

Cultural Practices that are Relevant

CPR

The Cultural Practices that are Relevant (CPR) instructional model helps students meet their state standards in core academic areas by using language, artifacts, practices and communication from students' culture and ethnicity to make learning engaging, motivating, and meaningful.



CPR connects academic learning with the history and experiences of our diverse student population.



CPR motivates students to learn and reduces behavioral referrals by:

- Affirming the identity of each student through curricular choices (e.g. seeing themselves or their people reflected in characters they find in books),
- Drawing upon students' knowledge of the world. This includes communication styles in

addition to a student's prior experience and understandings.

- Implementing a classroom management style that recognizes cultural differences in behavior rather than presuming that an action is misbehavior.

CPR instruction also engages students through the arts, community and self-reflection. CPR through the arts supports all learning in a way that deepens the impact and potential for long-term memory and growth. Through events and festivals students see themselves as contributing members of their communities. In order to have the ability to fully express one's knowledge, understanding, and beliefs, new ideas need to be connected to one's opportunity and ability to express what is inside.



Through Parent Empowerment Groups (PEGs) parents and family members gain better access to the school structure and decision-making by meeting and building affiliation with members of their own racial or ethnic group. Families grow in their support of and involvement in their child's school and education. PEGs can help schools provide Cultural Practices that are Relevant. Community gatherings and cultural festivals and events are two of the many ways this happens.

- ▶ Create content
- ▶ Administer
- ▶ Log out



LINKS:

Making the Grade: Read Your Heart Out

<https://mediaproductweb.madison.k12.wi.us/node/614>

Harlem Museum at Hawthorne Elem

<https://mediaproductweb.madison.k12.wi.us/node/579>

Kwanzaa celebrated at two schools

<https://www.madison.k12.wi.us/node/8430>

PAAS at Franklin

<https://mediaproductweb.madison.k12.wi.us/node/174>

Fine Arts Focus: Opera from a Sistah's Point of View

<https://mediaproductweb.madison.k12.wi.us/node/585>

The AVID Experience

<https://mediaproductweb.madison.k12.wi.us/node/580>

Fine Arts Focus: Overture Center Arts Education Initiative With Middle Schools

<https://mediaproductweb.madison.k12.wi.us/node/672>

Making The Grade: Hmong Culture Day at Franklin Elem

<https://mediaproductweb.madison.k12.wi.us/node/169>

Equity and Family Involvement Division page

<https://culturalrelevanceweb.madison.k12.wi.us/>

MADISON METROPOLITAN SCHOOL DISTRICT



[Index](#) / [Log Out](#) / [News](#) / [Home](#)

Page last modified: November 3rd, 2011
Copyright ©1996-2011 Madison Metropolitan School District
[Comments?](#) [Contact Us](#)



Find Content

- Site Nodes
- Administer
- Content Creators
- Editors
- Filebrowser

Search



Staff Only

INFORMATION FOR STAFF

- Computer Contacts Info
- Departments & Divisions
- Directories - ALL
- Directory - Internal Staff
- DWW
- Employment
- HR Forms
- HR/Bus Svcs Software
- Mileage Reimbursement
- New Vendor Request
- Out of District Reimbursement
- Parking Tag Lookup
- Printing Job Request

TECHNICAL HELP & INFO

Drupal Navigation

- My account

- About Us
- Parents/Guardians
- Students
- Community
- Contact Us

- View
- Edit
- Workflow
- Grant

Community Engagement and Public Information

The Office of Community Engagement and Public Information is committed to:

- Developing a consistent, ongoing process for telling stakeholders what the district is doing, reporting progress, and seeking input and feedback in decision-making.
- Developing best practices for school – family communication that are sensitive to language, culture and literacy differences.
- Building staff capacity to participate in the public communication process.



Communication Model

The Office of Community Engagement and Public Information is moving from a one-way communication model to a model that is more conversational and dialogue-based. This model assumes that progress is greatest when those affected by decisions are involved in the decision-making process. Authentic engagement involves an explicit promise to the public as to how their participation and input will impact a change or decision

Key Goals:

1. Identify and assess areas of need with regard to communication and stakeholder relationships.
2. Increase, expand and improve communications strategies and engagement practices to align with Strategic Plan priorities.
3. Improve district understanding of community perceptions about the school district.
4. Develop tools and models for public participation in school and district functions and decision-making processes.

Services provided:

- Build and enhance relationships among internal and external stakeholders
- Increase community understanding, engagement and support of the MMSD
- Increase district understanding of community perceptions about the strengths and weaknesses of MMSD
- Incorporate these perceptions into district efforts to improve student learning
- Provide substantive opportunities for stakeholder participation in planning and deliberation
- Provide accurate and timely communication to both public and staff using multiple formats (mass media, surveys, print, web, social media, meetings, forums, workshops)
- Serve as the district liaison with all news media



- ▶ Create content
- ▶ Administer
- ▶ Log out

- Produce and manage videos via [MMSD-TV](#) both online and on two cable channels
- Provide media production services
- Coordinate staff recognition activities

Engagement Team

Members of the cross-department *Engagement Team* collaborate to encourage involvement in and support of Madison's public schools by:

- Developing processes and structures for community engagement and information dissemination,
- Increasing staff capacity for communication
- Integrating effective communication and engagement practices into all district functions
- Enhancing lines of communication with the district and among stakeholders including the Leadership, Teacher and Parent Councils as well as school and community organizations.

