



November 11, 2011

TO: Board of Education

FROM: Daniel A. Nerad, Superintendent

RE: Madison Preparatory Academies for Young Men and Women – Administrative Analysis

I. Introduction

- A. Title or Topic: Madison Preparatory Academies for Young Men and Women – Administrative Analysis
- B. Presenters: Daniel Nerad, Sue Abplanalp, Erik Kass, Joe Gothard, Dylan Pauly
- C. Background Information: MMSD received Madison Prep's business plan and budget on October 29, 2011. The District is charged with providing the Board an administrative analysis of that proposal 15 days before the Board's scheduled action.
- D. Action Requested: The Board is scheduled to take action on Madison Prep's proposal at its regular meeting on November 28.

II. Summary of Current Information

- A. Synthesis of Topic: Throughout the ongoing conversation about Madison Prep over the past several months, there has been an important discussion in our community about the achievement gaps we face in this District. We all agree these gaps must be eliminated, and we continue to identify and implement multiple strategies to do that. This analysis provides context and recommendations specific to Madison Prep's business plan and budget.
- B. Recommendations: Please see the complete recommendations, starting on page 68.

III. Implications

- A. Budget: Madison Prep's plan, as submitted, has an outstanding gap of \$13 million over the next five years. See the budget section of the analysis beginning on page 54.
- B. Strategic Plan: The Strategic Plan calls for the development of innovative and alternative programs. This report is an analysis of an innovative proposal..

- C. Equity Plan: Our budget recommendation conforms to the Equity Plan by providing equal resources under the revenue limit formula.
- D. Implications for the Organization: Throughout the District's discussions with the Urban League, three prominent issues have emerged:
 - i. The status of Madison Prep's proposal as an instrumentality or non-instrumentality of the District
 - ii. The costs of the proposed program
 - iii. Issues related to the single gender aspects of the Madison Prep proposal

IV. Supporting Documentation

- A. Administrative Analysis
- B. Appendix A: Letter from DPI dated September 20, 2011.
- C. Appendix B: Personnel Salaries and Benefits
- D. Appendix C: Summary Table for Madison Prep Proposal Becoming an Instrumentality
- E. Appendix D: Madison Prep Final Budget Proposal Instrumentality Analysis and Cost

INTRODUCTION

The following administrative analysis of the Urban League of Greater Madison's (ULGM) proposal for the authorization of Madison Preparatory Academy for Boys and the Madison Preparatory Academy for Girls (Madison Prep or MPA) is submitted pursuant to MMSD BOE Policy 10000, which requires the following;

No later than 15 days prior to the Board making a decision to enter into a contract to establish a charter school, the Superintendent shall provide information to the Board regarding the proposal. Such information may include, but is not limited to, an analysis of how a decision to establish or not establish the proposed charter school will impact families to be served and the overall programs and operation of the District.

REPORT FORMAT

The format of this report is written to provide consistency for the reader. The report follows the plan submitted by Madison Prep and is divided into eight sections (Critique of the District, Outcomes, The Program, Facilities, Governance, Admissions, Staffing, and Budget). Responses in key areas within each section are referenced with the page number where the item of the analysis is found within the Madison Prep Business or Education Plans. Each section uses the following format:

Example:

Page # 26 Madison Prep Academies (MPA) - Student Performance Measures

The topic of analysis will be followed by a response from MMSD:

Page # 26 Student Performance Measures - MMSD Response

Finally, a recommendation will be made by MMSD:

Recommendation:

BACKGROUND

The Urban League of Greater Madison is seeking approval by Madison Metropolitan School District Board of Education (Board or BOE) to establish two charter schools: **Madison Preparatory Academy for Young Men** and **Madison Preparatory Academy for Young Women**. Both schools will draw students from across the school District, with 70 percent coming from Cherokee, Jefferson, Sennett, Toki, and Wright Middle School attendance areas. Only students who reside in the boundaries of MMSD at the time they apply can enroll in the schools. They must maintain their MMSD residency in order to remain a student at the school. MMSD Board of Education policy 10000 provides general guidance to individuals and organizations seeking to establish charter schools in the District. The Urban League of Greater Madison has worked closely with MMSD's School District Administration on the budget and legal issues pertaining to Madison Prep.

Instrumentality Analysis

The following analysis is being done based on this plan being an instrumentality of the District. The analysis is written based on the Business and Education Plans provided to the District on October 29 and October 30, 2011.

Application Timeline

Madison Prep submitted its "initial proposal" for MPA to MMSD's Board of Education in December 2010. During the ensuing months ULGM attended several public meetings with the Board to discuss the proposal. In February 2011, the ULGM submitted the Planning Grant application and detailed proposal to the Board for its consideration. Two Board member sponsors were also identified at that meeting. On March 28, 2011, the Board voted 6 to 1 in favor of approving ULGM's charter school planning grant application for MPA. The proposal was then submitted to the Wisconsin Department of Public Instruction (DPI) in April 2011 and approved in September 2011. In September 2011, DPI approved the Planning Grant and released the first half of the grant monies (\$125,000) to the ULGM. (See communication from DPI attached as Appendix A.)

Additional Information on Planning Grant

On October 29, 2011, MMSD received MPA's Business Plan and Five Year Forecast. On October 30, 2011, MMSD received MPA's Education Plan for its proposed charter school. The BOE is currently scheduled to vote on the approval of MPA on November 28, 2011.

BUSINESS PLAN ANALYSIS

Critique of the District (MMSD)

Page # 23: MPA - No College Going Culture among Madison's New Student Population

The data on student performance and course-taking patterns among students in MMSD paint a clear picture. There is not a prevalent college going culture among Black, Hispanic and some Asian student populations enrolled in MMSD. In fact, the opposite appears to be true. The majority of these students are failing to complete a rigorous curriculum that would adequately prepare them for college and 21st century jobs. Far too many are also failing to complete college requirements, such as the ACT, or failing to graduate from high school.

Page # 23: No College Going Culture among Madison's New Student Population - MMSD Response

MMSD has taken many steps towards ensuring college attendance eligibility and readiness for our students of color. Efforts include:

AVID/TOPS

East High School became the first MMSD school to implement AVID in the 2007-2008 school year. Teens of Promise or *TOPS* became synonymous with AVID as the Boys and Girls Club committed to an active partnership to support our program. AVID/TOPS students are defined as:

"AVID targets students in the academic middle - B, C, and even D students - 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. AVID pulls these students out of their unchallenging courses and puts them on the college track: acceleration instead of remediation.”

Source: http://www.avid.org/abo_whatisavid.html

The MMSD has 491 students currently enrolled in AVID/TOPS. Of that total, 380 or 77% of students are minority students (27% African-American, 30% Latino, 10% Asian, 10% Multiracial). 67% of MMSD AVID/TOPS students qualify for free and reduced lunch. The 2010-2011 school year marked an important step in the District’s implementation of AVID/TOPS. East High School celebrated its first cohort of AVID/TOPS graduates. East High’s AVID/TOPS class of 2011 had a 100% graduation rate and all of the students are enrolled in a 2-year or 4-year college. East High is also in the beginning stages of planning to become a national demonstration site based on the success of their program. This distinction, determined by the AVID regional site team, would allow high schools from around the country to visit East High School and learn how to plan and implement AVID programs in their schools.

MMSD has a partnership with the Wisconsin Center for the Advancement of Postsecondary Education (WISCAPE) and they are conducting a controlled study of the effects of AVID/TOPS students when compared to a comparison groups of students. Early analysis of the study reveals positive gains in nearly every category studied.

AVID pilot studies are underway at two MMSD middle schools and support staff has been allocated in all eleven middle schools to begin building capacity towards a 2012-2013 AVID Middle School experience. The program design is still underway and will take form this summer when school based site teams participate in the AVID Summer Institute training.

Educational Planning and Assessment System (EPAS)

“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.

EPAS focuses on a number of key transition points that young people face:

- 8th/9th grade—Preparing for high school studies
- 10th grade—Planning and preparing for college and the workplace
- 11th/12th grade—Being ready for life after high school”

Source: <http://www.act.org/epas/>

The MMSD has administered the EPAS as follows:

Year	Test(s) administered
2009-2010	EXPLORE pilot for select 9 th grade students
2010-2011	EXPLORE all 8 th and 9 th grade students
2011-2012	EXPLORE all 8 th , 9 th / PLAN all 10 th grade students
*2012-2013	EXPLORE all 8 th , 9 th / PLAN all 10 th / ACT all 11 th grade students

All components of EPAS are based on ACT's College and Career Readiness skills. Identified skills will be reinforced alongside a curriculum scope and sequence aligned to the Common Core State Standards. The MMSD has set our ACT composite benchmark at 24. Students will receive test profiles that identify both academic and career guidance. Students will have the opportunities to work with their school counselors and staff to utilize their data to guide their progress towards post-secondary opportunities.

The MMSD ACT effort will be a community wide effort. Already, The Urban League of Greater Madison and the Dane County United Way have spent grant resources to provide ACT preparation courses in the evenings and weekends. This model of community engagement around preparing our students for the ACT has shown great promise. The MMSD will continue to explore the possibility of ensuring that all students have access to an ACT preparation course either as part of their school schedules or in partnership with the community.

The MMSD implementation of AVID-TOPS and EPAS has shown promising results on the mindsets of students determined to attend college following high school. In 2011 the percentage of African-American students participating in the ACT test jumped 11% from the previous year. In 2010, 20.1% of African-American students took the ACT test compared to 31.1% in 2011. Hispanic students began an increase in test participation two years ago in 2009, 27.5% of Hispanic students took the ACT and in 2010 that number increased to 37.2%. The 2011 data also includes, for the first time, multi-race as a demographic category. 71.9% of multi-race students participated in the ACT.

Advanced Placement

The MMSD will continue to explore the expansion of Advanced Placement (AP) offerings. There will also be a greater effort to increase access to AP courses for all students. In all, there are 34 AP courses in the District that are approved by the College Board. Students participating in AP will learn skills and habits that will be required as future college students. Students who opt to participate in the AP examinations, held each spring, will have the opportunity to earn college credit based on their exam scores.

Relationships, Engagement and Learning (REaL) Grant

In 2008, MMSD received a 5.3 million dollar Department of Education *Smaller Learning Communities Grant*. The REaL grant has three District goals:

- Increase student achievement for all students
- Increase student-student and student-adult relationships
- Increase post-secondary outcomes for all students

The REaL grant school based and cross-District leadership teams have been engaged in supporting all District work that is aligned to the three goals. Both AVID-TOPS and EPAS are

beneficiaries of the REaL grant. The REaL grant has also developed a new model of instructional leadership in our high schools. Professional development is job embedded and led by administrators and teacher leaders in their respective buildings.

MMSD will continue to build capacity in support of all students in addressing both college eligibility and readiness. Strategic efforts will focus on building an increased college attending culture for groups who are underrepresented. MMSD will continue to develop innovative partnerships with the community, including the Urban League of Greater Madison, to achieve a greater college and workforce ready student body.

Recommendation

No recommendations.

Outcomes

Page # 28: MPA - Student Performance Measures:

- 85% of Madison Prep’s Scholars will score at proficient or advanced levels in reading, math, and science on criterion referenced achievement tests after three years of enrollment.
- 90% of Scholars will graduate on time.
- 100% of students will complete the SAT and ACT assessments before graduation with 75% achieving a composite score of 22 or higher on the ACT and 1100 on the SAT (composite verbal and math).
- 100% of students will complete a *Destination Plan* before graduation.
- 100% of graduates will qualify for admissions to a four-year college after graduation.
- 100% of graduates will enroll in postsecondary education after graduation.

Page # 28: Student Performance Measures - MMSD Response:

WKCE scores of proficient are not adequate to predict success for college and career readiness. Cut scores equated with advanced are needed due to the low benchmark of Wisconsin’s current state assessment system. What specific steps or actions will be provided for students that are far below proficiency and/or require specialized support services to meet the rigorous requirements of IB?

Recommendation:

No Child Left Behind requires 100% proficiency by 2014. Madison Prep must be held to the same accountability standards as MMSD.

The Program

Page # 23: MPA - Mission Statement:

The Madison Preparatory Academy for Young Men and Women will be public charter schools located within the boundaries of the Madison Metropolitan School District that prepares young men and women in grades 6-12 for success at a four year college by instilling excellence, pride, leadership and service.

Through a rigorous, inquiry-based liberal studies curriculum that places a special emphasis on science, technology, communications, social innovation, and international understanding, coupled with a discussion-based, team oriented instructional methodology, MPA will ensure young men and women develop mastery of the knowledge, concepts, and skills required to succeed in competitive colleges and universities after high school and prepare for 21st century careers. Its faculty, staff, partners, and volunteers will work together to instill in MPA students a strong sense of purpose, self-pride, cultural competence, service to others, and respect for themselves, their families, their community, and other cultures and traditions.

Madison Prep's competitive advantage will be defined by five key performance drivers:

1. Academically successful, engaged, and happy all-male and all-female student body
2. A rigorous college preparatory and culture-building curriculum delivered by a significant number of highly qualified teachers of color that prepare young men and women for leadership, college success, and 21st century careers
3. High quality instruction tailored to the learning styles and educational interests of young men and women
4. Mentoring, with a strong connection to men and women of color and diverse men and women of influence
5. Beneficial partnerships with community resources, colleges, parents, and extended learning providers

MMSD Mission Response:

Under key performance drivers the following statement is made: *A rigorous college preparatory and culture-building curriculum **delivered by a significant number of highly qualified teachers of color** that prepares young men and young women for leadership, college success...*

With this statement, MMSD is concerned that race could be used as a factor in hiring. Federal law expressly prohibits employers from using race as a bona fide occupational qualification. See 42 U.S.C. § 2000e-2(e)(1) (Title VII's "bona fide occupational qualification" (BFOQ) exception applies to all Title VII bases except race and color); 42 U.S.C. § 2000e-2(k)(2) ("business necessity" defense available in disparate impact cases is not available in intentional discrimination cases). "Title VII also does not permit racially motivated decisions driven by business concerns – for example, concerns about the effect on employee relations,(40) or the negative reaction of clients or customers.(41) Nor may race or color ever be a bona fide occupational qualification under Title VII.(42)" *EEOC Compliance Manual*, Chapter 15, Office of Legal Counsel, Title VII/ADEA/EPA Division (2006).

Recommendation:

If Madison Prep is approved, there is a need to define the hiring process as it relates to review of applications and the interview questions to avoid legal problems and the associated liability.

Page #29: MPA - Educational Strategies:

MPA's education program is defined by the following eight core strategies, and will be supported by an affordable array of auxiliary strategies, programs, and services:

1. **Page # 29: Single Gender Public Secondary Schools** - If approved, Madison Prep will be the only two gender-separate, tuition-free public secondary schools in Wisconsin

especially designed to address the educational, social and developmental needs of adolescent males and females.

Page # 29: Single Gender Public Secondary Schools-MMSD Response:

The single gender issue has been on the periphery of the MPA discussion since the initial proposal was presented in December 2010. The issue took front stage over the summer of 2011 when DPI delayed the release of the first half of the planning grant monies because of concerns regarding the single-gender issue and its own obligations to comply with Title IX of the Education Act Amendments of 1972, as amended, and the Fourteenth Amendment of the United States Constitution. In order to satisfy DPI's initial concerns regarding the gender issue, the parties, MMSD and Madison Prep, agreed to continue to explicitly work through concerns regarding single-gender education. At that point, Madison Prep. made a substantial concession and agreed to provide single-gender education for both young men and young women. Based upon these assurances, DPI letted the first half of the planning grant money. The release of the money, however, came with many caveats and expectations. (See paragraphs 2 and 3 of Appendix A)

The issue now before the Board is whether the proposal sufficiently satisfies the Board's legal obligations pursuant to state law, Title IX of the Education Amendments of 1972, as amended, and the Equal Protection Clause of the Fourteenth Amendment of the United States Constitution.

Both Title IX and state charter school law explicitly permit single-gender education. They both set forth comparability standards to ensure that neither gender is favored over the other or denied opportunities that are not available to the other gender. We believe that the Madison Prep. Academies will provide substantially equal opportunity for both genders, thus satisfying the comparability analysis under both state and federal law.

Title IX permits both single-gender schools and single-gender classes and extracurriculars within a co-educational environment. The legal standards for establishing a single-gender school are different than those applicable to single-gender classrooms and extracurriculars. A "school within a school" model is also explicitly permitted as long as the two schools are sufficiently "administratively separate." "Administratively separate" is not a defined term.

The Fourteenth Amendment is also applicable to the single-gender analysis. The Supreme Court has ruled that gender segregation cases must be analyzed using "intermediate scrutiny" to determine whether governmental action that classifies individuals on the basis of gender serves an important governmental objective and that the means employed, namely gender segregation, is sufficiently related to achieving that objective. This standard is similar to the analysis required under Title IX for schools using a single-gender classroom model.

Substantial legal analysis is necessary to ensure that all the legal requirements set forth in state and federal law are satisfied. Even the most detailed legal analysis, however, cannot fully mitigate the risk of legal challenge. Litigation for both parties can be an expensive proposition. Consequently, there is a financial risk associated with engaging in litigation, especially in the highly specialized field of constitutional law, even if the District ultimately prevails.

Recommendation:

The Board should review these legal implications before making a judgment regarding how to proceed on this issue.

2. **Page # 33: MPA - The International Baccalaureate (IB) Curriculum**

The IB curriculum is divided into three “Programmes”: Primary (ages 3 to 12), Middle Years (ages 11 to 16), and Diploma (ages 16 to 19). The Middle Years Programme provides a framework of academic challenge and life skills, achieved through embracing and transcending traditional school subjects. The Diploma Programme is a demanding two year curriculum leading to final examinations and a qualification that is welcomed by leading universities around the world. Each Programme includes a curriculum and pedagogy, student assessment appropriate to the age range, professional development for teachers and a process of school authorization and evaluation.

Page # 33: The International Baccalaureate (IB) Curriculum - MMSD Response

As stated in the proposal, not all students in each of Wisconsin’s IB schools are served by the IB Programme. At Madison Prep, all middle school students will receive the IB curricula via the Middle Years Programme (MYP) as it will be the only curricula offered. However, there will be options during the two-year Diploma Programme (DP). Some students may participate while others may not. Similar to Advanced Placement, some students would opt for the Diploma Programme (e.g. certification), while others may not. With respect to the curricula, the Diploma Programme will be the only curricula offered at Madison Prep. This leaves a number of outstanding questions for Administration. Will students not opting for the DP be held to the IB assessment criteria and expectations? Will courses be separate or different for those students opting for different graduation outcomes? What percentage of students is expected to successfully graduate through the Diploma Programme? Will Madison Prep student be able to graduate successfully via earning sufficient credits and grades in required courses?

Recommendation:

If Madison Prep is approved, it is recommended that more information be provided detailing the specific requirements for graduation.

3. **Page # 35: MPA - College Preparatory Educational Program**

Madison Prep will use the following definitions of “College Readiness” and “Succeed”, proposed by the Eugene, Oregon-based Educational Policy Improvement Center (EPIC), as the framework for ensuring that its teachers, courses and curricula are preparing its students for college:

College readiness can be defined operationally as the level of preparation a student needs to enroll and succeed – without remediation – in a credit-bearing general education course at a post-secondary institution that offers a baccalaureate degree or transfer to a baccalaureate program.

Succeed is defined as completing entry-level courses with a level of understanding and proficiency that makes it possible for the student to be eligible to take the next course in sequence or the next level course in the subject area.

Page # 35: MPA - College Preparatory Educational Program-MMSD Response

The IB curriculum is aligned with the goal of college and career readiness without remediation.

Recommendation:

No recommendation.

4. **Page # 36: MPA - Harkness Teaching**

Virtually all of Madison Prep's classes will take place around the *Harkness Table*, a large oval table that sits just close enough to the chalkboard for the board to be a resource for discussion, rather than a scribble pad for massively boring lectures about something only the committed few find valuable or enlightening. Harkness Teaching is a discussion-based, seminar style instructional method that takes place around oval tables in every classroom. Harkness Teaching engages all learners in disciplined inquiry, investigation, exploration, practice, and assessment of key concepts, ideas, knowledge and skills being taught. In a Harkness classroom, the teacher is a facilitator who teaches, guides, and participates in the learning process while seated at the table with students. Students are challenged daily to be intellectually open and inquisitive. They are challenged to combine reason with evidence to support their thoughts and opinions and to deeply and thoroughly analyze problems, context, and situations to broaden their understanding. Students are also required to interpret, problem solve, and be precise and accurate with their decisions and assessments.

Page # 36: Harkness Teaching - MMSD Response

The Harkness Teaching model provides for extensive student-to-student and teacher-student interaction. It has similarities with a Socratic teaching style in that the focus of learning rests in the construction of meaning through dialogue around the learning goal(s). Methods of this nature require deep understanding of the content, the nature of the discipline, the learning process, the learning process within the specific content area, individual student strengths and personalities as well as the specific pedagogical skills. For staff that may be learning this method in addition to curricular content in IC, master level skill may not be reached for several years.

A specific teaching model (e.g. Harkness Teaching) has strengths for a range of learning and social areas (e.g. inquiry-based learning), but used exclusively, may not address the full range of learning situations required. Will other teaching methods/models will be included in Madison Prep? If so, what are examples of other acceptable models and specifically when would other teaching models be appropriate?

Recommendation:

If Madison Prep is approved, it is recommended that further detail be provided regarding the appropriateness of Harkness Teaching as an exclusive teaching model or provide descriptions of the range of other acceptable teaching models and when they would be appropriate. Clarify if this method will be used daily, in all subjects, or for specific types of learning on a less frequent basis. Further information is requested regarding the potential impact on student learning and achievement during the several year period of teacher efficacy in situations where teachers may be novice in both methodology and curriculum.

5. **Page # 37: MPA - Data-Driven Instruction**

Effective schools use data to guide teaching, learning and school-based support services. Madison Prep educators will use a combination of summative, interim and

formative assessments to analyze student learning and results, inform students (and parents) of their needs and progress, differentiate the curriculum and create interventions/accelerated learning opportunities, acknowledge and reward student progress, and self-evaluate the effectiveness of the curriculum, their lesson plans and their instructional practices and strategies. Administrators will use student data to review student progress and teacher effectiveness and provide coaching and feedback; to define school-wide educational strategies, policies and best practices; to ensure teachers are appropriately tailoring instruction meet the needs of diverse learners; to understand the non-academic needs, interests and performance of the school community; to communicate school results to the community; and to acknowledge and reward success.

At Madison Prep, all assessments will be aligned with the school's curriculum, as well as the IB and Wisconsin/Common Core state academic standards to ensure students are receiving appropriate instruction and being evaluated accordingly. Teachers will work together to ensure daily lessons and classroom assessments are tied to the academic standards and performance objectives and that students are aware of the knowledge and skills they are learning and developing each day.

Page # 37: MPA Data-Driven Instruction - MMSD Response

MPA will be incorporating the MMSD assessment system.

Recommendation:

It is recommended to clarify how Madison Prep will use the IB curriculum in responding the Response to Intervention (RtI).

6. Page # 38: MPA - Extended School Day and Year

Madison Prep Scholars will attend school for both an extended school day and extended school year. The school day will run from 8:00am to 5:00pm and students will attend school for three semesters. The school year will be divided into an orientation period and three school semesters.

New Student Orientation will begin on Monday, August 20, 2012 and the first official day of school will begin Tuesday, September 4, 2012. New students will attend 210 days of school during their first year, due to the two-week orientation, and 200 days every year thereafter. The first semester will last from September 4, 2012 through Friday, January 18, 2013. The second semester will last from January 12, 2013 through June 14, 2013. The third semester will begin on Monday, July 1, 2013 and conclude Tuesday, July 30, 2013.

All Madison Prep students will be required to attend a two-week orientation prior to starting their first regular school year at Madison Prep (2012-13). Orientation will include testing and placement (though most students will have completed this in May of the previous school year), introduction to the IB curriculum or Prep Year, Destination Planning, team building with their peers, relationship building Madison Prep faculty and staff, field trips and fun activities. The ultimate objective is to help students (and faculty/staff) adopt a set of habits, relationships, mindset and a personalized achievement plan that are consistent with the culture, goals and objectives of Madison Prep.

Students will be able to arrive at school as early as 7:45am each day for breakfast. The official school day will start at 8am each day. On Mondays, students will be dismissed early at 2:55pm to allow time for teachers to plan, collaborate with each other and participate in professional development. From Tuesday through Friday, school will end at 5:00pm. For 35 minutes on early release Mondays and 60 minutes from Monday through Friday, all students will participate in academic tutoring or enrichment. Each day, the first 20 minutes will be dedicated to taking attendance, uniform inspection, school announcements, student and staff recognition, recital of the school pledge and Pledge of Allegiance and getting students into the mindset of being ready for learning. The last 10 minutes will be used to help ensure students are organized for homework and school the next day.

On Early Release Mondays, students will receive 275 minutes of instruction and instructional support. During the normal Tuesday through Friday schedule, students will receive 420 minutes of instruction and instructional support. Instructional support in the chart above is referred to as tutoring. Tutoring at Madison Prep will involve skilled and trained volunteers, but will be guided by classroom/subject area teachers in collaboration with the Skills Mastery Center Coordinator and Director of Teaching and Learning. On Early Release Mondays, students will receive an additional 35 minutes of instructional support or enrichment, depending on their learning needs. The rest of the week, students will receive 60 hours of support.

Page # 38: Extended School Day and Year- MMSD Response:

Clarify the overlap of dates listed in the narrative: The first semester will last from September 4, 2012 through Friday, January 18, 2013. The second semester will last from January 12, 2013 through June 14, 2013. (These dates do not match, they overlap) The third semester will begin on Monday, July 1, 2013 and conclude Tuesday, July 30, 2013.

		Non-Instructional Time	Instructional Time	
			Tues – Fri	Mon
8:00 – 8:20	Assembly		20	
8:20 – 8:25	Passing Time		5	
8:25 – 9:50	Block 1		85	60
9:50 – 10:05	Break		15	
10:05 – 11:30	Block 2		85	60
11:30 – 12:00	Silent Sustained Reading		30	
12:05 – 12:35	Lunch	30		
12:40 – 2:05	Block 3		85	60
2:05 – 2:20	Break		15	
2:20 – 3:45	Block 4		85	60
3:45 – 3:50	Passing Time		5	
3:50 – 4:50	Tutorial		60	
			490	

Recommendation:

Clarify if the following amount of time is in error – “The rest of the week, students will receive 60 hours of support.” Is daily homework in every subject an expectation to accelerate learning and master the IB curricular demands? How much homework time is expected of students beyond the instructional support and enrichment provided during the school day? With activity periods until 6:30PM, followed by an evening meal and homework, how long is the student day?

7. **Page # 39: MPA - Mentoring**

Madison Prep will invest in three forms of school-based mentoring in support of its students’ academic and personal growth and development: group mentoring, one-on-one mentoring and peer mentoring. Each is essential to the success of young men and women, particularly young people without positive, supportive or engaging parents at home or in their community. It is very likely that Madison Prep will serve students with varying degrees of parental and/or positive adult supporters in their lives.

Page # 39: Mentoring - MMSD Response

We need clarification of training, supervision and support that will be provided to mentors, including teachers. In addition, we need to understand the process of peer mentoring work in the early, start-up years.

Recommendation:

It is recommended that Madison Prep follow the same standards as outlined in the Schools of Hope project.

8. **Page # 42: MPA - Prep Year**

Madison Prep is 100% committed to ensuring none of its students are passed from grade to grade without having the appropriate skills to succeed academically. As a result, students who enter Madison Prep significantly behind in reading and math will participate in a “Prep Year.” This will be shared with their parents prior to the beginning of the school year.

During Prep Year, Madison Prep faculty will hone in on areas where scholars are struggling academically, develop an individualized learning plan for these students that combines appropriate classroom instruction with one-on-one and small group instruction. Faculty will provide consistent challenge, encouragement and support to ensure students are brought up-to-grade level as quickly as possible.

An example of how Prep Year will work. A student completes Madison Prep’s pre-assessment in reading and is found to be reading two grade levels behind. Instead of placing this student in a heterogeneous classroom with other students who are reading on grade level or higher, and potentially placing the student at risk of losing confidence and falling further behind, Madison Prep will provide one year of intensive reading instruction to raise the student’s skills to grade level. They will receive a combination of large and small group instruction, and one-on-one tutoring. The same will apply to students who are significantly behind in math.

Students who complete Prep Year during their first year at Madison Prep will either repeat that same grade level or move forward with their classmates to the next grade

level depending on how quickly their skills develop. No student will complete Prep Year more than once.

Preps will continue to be exposed to regular curriculum during this year, ensuring that while they are building basic skills, they are also engaging in critical thinking. Students completing Prep Year will also have the full support of their peers who are not.

Prep Year students will be designated by grade level for local and state compliance purposes only. For example, if they have completed 5th grade and are enrolling in Madison Prep for 6th grade, they will be listed as 6th graders but will repeat 6th grade. The same applies to other grade levels where students enter Madison Prep.

Page # 42: Prep Year- MMSD Response

The IB curriculum requires that all students participate in the Middle Years Programme curriculum, including the Prep Year through the Deep Dive classes.

Recommendation:

It is recommended to provide clarification regarding students who may not be successful after completing Prep Year in the repeat grade level. Students enrolled in the Prep Year will take Deep Dive classes taught by regular education teachers with support from the Skills Master Coordinator and Special Education and/or ESL teachers. Clarification is requested regarding how the IB curriculum will be used by teachers in these Deep Dive classes. Describe the staffing model in which several students are receiving individualized support concurrently with a full teaching load.

Page # 43: MPA - Co-Curricular Activities

Madison Prep will offer co-curricular instead of extracurricular activities to ensure that the programs it offers complement what or how students are learning during the school day, and to ensure that student's participation and performance in these programs are measured and tracked. The type and number of co-curricular options that will be offered will be determined by each school's principal, teachers and staff once they are hired, and further informed by students' interests and needs after both schools open.

Page # 43: Co-Curricular Activities - MMSD Response

By definition, extracurricular activities are voluntary activities. See Wis. Stat. §118.51(16)(a). Consequently, there would be concerns regarding MPA's authority to require participation in extracurricular activities. In this case Madison Prep uses the term "co-curricular" and distinguishes "co-curricular activities" for "extracurricular activities." The only reference in the statutes to co-curriculars is in a section entitled State Aid Adjustment. It does not provide a definition of "co-curricular," so this is of little assistance. Thus, it is unclear whether requiring participation in co-curricular activities is permissible. Perhaps one could reason that, since attendance at the school is purely voluntary, any student attending has voluntarily submitted him or herself to all of the conditions of attendance including co-curricular participation. Also, students will have the ability and responsibility to self-select into the co-curriculars of their choice, which introduces another element of voluntariness.

Recommendation:

No recommendation.

Page # 45: MPA - Parent Report Card

Madison Prep's Parent Report Card will include two parts: a self-assessment that parents will complete with the support of the school's Parent Association and a grade parents will receive at the same time their children receive their report card. The point grade parents receive will be informed by their child's readiness for school each day, their participation in the Parent Association and a self-assessment of their involvement in and responsiveness to the needs of their child, the school and their child's teacher. The report card is not meant to be punitive but to help parents draw clear connections between their support and engagement, and their child's progress in school. Madison Prep will offer a nurturing and supportive environment for parents, and will utilize other parents, members of the school community and community partners to help parents achieve their goals.

Page # 45: Parent Report Card - MMSD Response

Parent report cards are becoming more widely known and implemented. Primarily as a tool to support student achievement, different types of parent report cards include a variety of categories and request responses to personal information. For example, some report cards include parental supervision (e.g. number of hours students watch television, approval of friends), parent character (e.g. allows smoking in the home, exposure to profane language in the home), health/well-being (e.g. hours of sleep a student gets each night, student takes a daily bath/shower). Other report cards include more general areas such as: communication with school staff; student completion of homework; student's absentee and tardy rate; and physical preparedness for school. The state of Florida proposed a bill that would require parents to complete a report card with the grade appearing on the student's report card. Opposition to this approach stems from the difference between encouraging and supporting parents to be proactive and subjecting all parents to a common grading system.

Will a parent's report card be connected in any direct way to the respective student's grade? How might a parent's responsiveness to the report card self-assessment or timeliness of completing such assessment impact a student's grade? Will parents be involved in the creation of the report card, its goals, categories or marking criteria? Who will have access to the parent report card? What type of a system will house the parent report card, grading information, and archives? Is it possible for a parent to "fail"? If so, what steps will be taken and by whom? Would any other report card systems be included with the parent report card, such as honor roll and progress reports? What will be provided for parents to gain deeper knowledge of the specific curricular expectations to better support their student? Will the parent report card grading expectations be modified in any way for families who are less able to provide consistent and direct support for their student?

Recommendation:

If Madison Prep is approved, it is recommended the accountability relationship between a student's grade and the parent report card process be clarified. Provide information describing how the parent report card system will be designed, housed, maintained, and archived, and who will have access to these reports.

Page # 46: MPA - Open Enrollment

Madison Prep will not participate in Wisconsin's Public School Open Enrollment Program for at least the first five years of its existence.

Page # 46: Open Enrollment – MMSD Response

MMSD does not believe this poses any legal issues. Pursuant to Wis. Stat. §118.51, the receiving District has the authority to make the school assignment for open enrollment students. In this case, MMSD would not be obligated to assign students to MPA, even if the student requests it. The only recourse for the open enrollment student is to accept the District school assignment or attend his/her school District or residence.

Recommendation:

No recommendation.

Page # 46: MPA - Transportation

Most Madison Prep students will get to school by bus. Madison Prep will provide Madison Metro EZ Rider Semester Youth Bus Passes and Summer Youth Passes to students who qualify for free and reduced price lunch to catch the bus to and from school. The former Mount Olive Church Facility is on a major city bus line (#6 bus) and the bus stops almost right at the front door of the building on Mineral Point Road.

Page # 46: Transportation – MMSD Response

Since EZ Rider is the main transportation noted in the narrative, MMSD is concerned about the travel time for students, especially those students who reside on the far east and north sides of the District. In November, 2007, MMSD adopted six considerations when implementing boundary changes. One of the considerations is that bus transportation should be no more than 45 minutes.

More closely looking at the Madison Prep budget proposal for transportation will show that Madison Prep is fully budgeting for the cost of a bus pass on an annual basis (\$300 per pass). Madison Prep is prorating the cost prior to multiplying that lower amount by the total enrollment, in fact accounting for less than 100% of students qualifying for bus passes. This is no different than what the District assumes on an annual basis as we budget for indigent bus passes.

Recommendation:

The proposal presented by Madison Prep for providing transportation is equitable to what we are currently providing to all of our middle and high schools. If Madison Prep is approved, MMSD administration will work with Madison Prep staff to identify proper routes for students to arrive at the tentative location. This may include advocacy for route changes or additions through Madison Metro Transit.

Page # 51: MPA - Accreditation

Madison Prep desires to establish itself as a school that values and sets an example for operational, leadership, governance, financial and performance excellence. As a step towards achieving this goal, Madison Prep will seek accreditation through the region's note accrediting body for secondary schools.

Within the first five years of its contract with the Board of Education of MMSD, Madison Preparatory Academy will seek accreditation for both of its schools through the North Central Association, Commission on Accreditation and Improvement and their parent organization, AdvancED. AdvancED is the world's largest education community, serving more than 27,000 public and private schools and Districts across the United States and in 69 countries that educate over 15 million students. Consistent with Madison Prep's mission, AdvancED believes that students must be prepared to succeed in a constantly-

evolving and diverse world and that educational institutions have a deep responsibility to deliver quality education to students from all walks of life.

Page # 51: Accreditation - MMSD Response

MMSD high schools will participate in site visits from AdvancedED review teams in the spring of 2012. In November, a meeting will be held between the Assistant Superintendent for Secondary Education and the high school principals with the AdvancedED statewide director. This planning meeting will help to establish the timeline for site visits this spring. The annual cost of each visit is approximately \$600 per school. MMSD Administration will generate a summary status report following the accreditation visits.

Recommendation:

If Madison Prep is approved, Madison Prep should follow the accreditation process with AdvancedED. As the school introduces new cohorts each year we recommend aligning the Madison Prep accreditation cycle with the MMSD high school timelines, including scheduled site visits. Madison Prep may apply to become accredited and in order to become a candidate for accreditation they must be in existence for two years. In order for Madison Prep to become an accreditation candidate, they must host a readiness visit. AdvancedED will determine, based on the readiness visit, if Madison Prep is prepared to be a candidate for accreditation. Once Madison Prep is moved to candidate status, they will have up to two years to host their onsite review for accreditation.

Recommended accreditation timeline for Madison Prep:

Year	Accreditation timeline
2012-2013	Year 1: Preparation for readiness visit
2013-2014	Year 2: Preparation for readiness visit
2014-2015	Year 3: Host readiness visit
2015-2016	Year 4: Based on the results of the readiness visit. Schedule and host the onsite review to award accreditation. Madison Prep will have two years following their established candidate status to conduct the accreditation onsite review.

If Madison Prep is approved, MMSD will attempt to align the accreditation timeline between Madison Prep and the high schools following Madison Prep’s readiness visit. Once accredited, the school is approved for five years.

Page # 60: MPA - Admissions Process

Madison Prep launched the website for its school in August 2011. It will begin its outreach campaign in October 2011 to build support for authorization of the school, and will further ramp up its outreach efforts in January 2012 to secure an appropriate number of admissions applications for the school’s inaugural year.

The school’s official enrollment period will begin February 6, 2012 and end April 20, 2012. Beginning February 6, parents will be able to submit enrollment forms on-line, at local enrollment sites or at the Urban League of Greater Madison. Parents may also send their enrollment forms through U.S. Mail.

Prior to February 6, Madison Prep will have parents complete “Enrollment Interest Forms”. For those parents who complete these forms, Madison Prep will stay in consistent contact with them, reminding them of when the official enrollment period begins and ends.

Madison Prep’s enrollment period for both schools prior to its first year will be conducted in four phases:

- Phase 1, Pre-Registration, August 1, 2011 – February 5, 2012: Parents will submit their enrollment forms to Madison Prep and complete a pre-enrollment interview with Madison Prep’s leadership to learn more about the school. Madison Prep will also host School Information Seminars in different locations across Madison, with an emphasis on the Cherokee, Toki and Wright Middle School attendance areas.
- Phase 2, Enrollment Period, February 6, 2012 – April 20, 2012. If necessary, a public lottery will be held to select students on Saturday, April 21, 2012.
- Phase 3, Admissions & Registration, April 30 through May 19. Parents must submit completed registration information, valid proof of residency, records transfer requests from their child’s current school, and complete a one-on-one enrollment interview with a Madison Prep representative and their admitted child.
- Phase 4, New Student and Parent Orientation. These dates will be set by each school’s principal after they are hired. Parents will be required to submit their child’s final report card and their 2011 (or 2012, if available) annual standardized test scores results by the orientation date or risk their child losing their seat to another student on the waiting list.

Effect on Current MMSD Schools: MPA has proposed a “seven-year roll out” of their program beginning with 6th grade and increasing enrollment each year through grade 12 and based upon the following schedule:

The table below reflects an annual new cohort of 60 young men and 60 young women. The numbers are shown at capacity. Madison Prep has provided a 10% attrition rate for grades 6-9 and a 5% rate for grades 10-12. Madison Prep based the attrition rate using the MMSD mobility rate.

Chart 1: Projected Student Enrollment for Young Men and Young Women at Each School (Goal)

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
6th Grade	60/60	60/60	60/60	60/60	60/60	60/60	60/60
7th Grade		60/60	60/60	60/60	60/60	60/60	60/60
8th Grade			60/60	60/60	60/60	60/60	60/60
9th Grade				60/60	60/60	60/60	60/60
10th Grade					60/60	60/60	60/60
11th Grade						60/60	60/60
12th Grade							60/60

Grade							
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Page # 60: Admissions Process - MMSD Response

Charter schools should be, by definition, non-selective. Students who want to attend should be permitted to attend without consideration of the student’s race, religion, national origin, ancestry, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability. See Wis. Stat. §118.40(4)(b)(2). The pre-enrollment interview process runs the risk of providing a forum in which MPA can add a certain level of selectivity to process.

Recommendation:

MMSD believes a more appropriate timeline would include one-to-one pre-attendance conferences that would take place following a student’s enrollment (or selection through the lottery) and prior to his/her actual attendance at school.

If Madison Prep is approved, we also recommend, at least after the first year, running the official enrollment period concurrent with Wright and Badger Rock Middle Schools. The enrollment period generally runs for approximately seven weeks beginning shortly after students return from Winter Recess.

Page # 61: MPA - New Student & Parent Orientation

The orientation will last no longer than 3 hours. At orientation, parents and students will learn more about the academic program and activities planned for the school year; will get to know their peers, other parents, and faculty and staff; and will tour the school facility, order school uniforms, sign up for the Parent Association, ask questions, and share ideas. The orientation is where parents and students will be asked to sign the Madison Prep Parent-Student Compact, which outlines each stakeholder’s commitment to work together to ensure the school’s students are successful and achieve their goals.

Page # 61: New Student & Parent Orientation – MMSD Response

New student orientation is a welcoming way to get to know students and families as well as outlining values and expectations. MMSD is concerned that the conversation could lead to a screening process.

Recommendation:

If Madison Prep is approved, any Pre-Enrollment Interview take place after the lottery process or during the New Student and Parent Orientation as described previously. Acceptance into the program should be based on the lottery itself.

Facilities

Page # 48: MPA - Location

MPA is in the process of seeking a lease agreement of a 32,000 square foot former Mount Olive Church facility at 4018 Mineral Point Road in Madison to temporarily house the school during the first three years, 2012 – 2015.

Tri-North Builders and Engberg Anderson, an architectural firm with offices in Madison, conducted the site inspection. Madison Prep's Facilities Team led by Dennis Haefer, Vice President of Commercial Banking with Johnson Bank, Darren Noak, President of Commercial Building with Tri-North Builders, Terrance Wall, Chairman and CEO of T. Wall Properties and Mike Herl, Vice President of Brokerage Services with Inland Companies are working on the terms of the lease and leasehold improvements needs.

The Mount Olive site achieves Madison Prep's goal of being located in or near the downtown area – enabling the school's leadership to maximize enrollment, recruit young men and women from its targeted attendance areas, and take full advantage of Madison's rich professional environment and diverse learning opportunities.

The facility is also located on Madison Metro's #6 bus route, and the bus stops almost directly in front of what will be the entrance to the school.

The Urban League and the Board of Directors of Madison Prep will be reaching out to residents of the Mount Olive Neighborhood over the next several weeks to share information about the school, answer questions and determine how the school can partner with the neighborhood and makes it facility available to those who reside in the area.

Page # 48: Location - MMSD Response

To date, District staff have not been inside the proposed facility located at 4018 Mineral Point Road. We are in conversation with Madison Prep about allowing District staff to tour the facility in order to offer an appropriate opinion about the space for students to learn. This will most likely entail District staff further understanding what the proposed renovations will be for this facility. The location of the physical facility makes it feasible for students from all over the District to attend this school. This site literally has a Madison Metro bus stop right out the front door, allowing students to arrive at this facility on a daily basis.

Recommendation:

As far as the shape of the facility is concerned, judgment must be reserved until such time that MMSD staff can tour the facility.

Page # 52: MPA - Facilities Plan

The State of Wisconsin does not have a specific facilities financing fund for charter schools and does not participate in the federally funded Credit Enhancement for Charter School Facilities or State Charter School Facilities Incentive Grant Programs. These programs provide facilities grants to public charter schools to improve their credit in order to obtain private sector capital to buy, construct, renovate or lease academic facilities. Instead, Wisconsin charter schools use a combination of private fundraising, bank financing and the per pupil local and state aid they receive to secure, develop and maintain educational facilities.

In the absence of specific local, state and federal facilities funding for charter schools, Madison Prep will secure, renovate and lease a temporary facility using a combination of private fundraising and the per pupil investment it will receive from its authorizer, the Madison Metropolitan School District Board of Education. Madison Prep projects to spend the following amounts per pupil on its facility in years 1 – 5:

Year 1: \$3,312 Year 2: \$1,439 Year 3: \$969 Year 4: \$2,301 Year 5: \$1,860

To address its long-term facility needs, Madison Prep will seek additional financial assistance through traditional bank financing, a significant private fundraising campaign, tax-exempt bonds

and excess general operating revenue. It will use its bank savings, low-risk investment strategies and on-time bill payments to establish a solid credit rating, and will seek credit enhancement assistance through offering entities listed later in this section. Besides traditional banks, there are several organizations that provide facilities financing and related technical assistance for charter schools in Wisconsin. They assist charters with securing tax exempt bonds, New Market Tax Credits, Qualified School Construction Bonds (QSCBs), Qualified Zone Academy Bonds (QZABs), and loans and guarantees from lenders. They also invest in charter schools in different stages of their development and provide varying levels of auxiliary services and technical assistance.

Page # 52: Facilities Plan – MMSD Response

Many of the avenues outlined within this proposal for financing facilities are areas utilized by MMSD within the past 3 years. MMSD as the authorizer can qualify for many of these programs listed, if and when they do become available. There isn't a specific proposal brought forward at this time, but MMSD is more than willing to work with Madison Prep to secure low or no interest financing at the appropriate time.

As a small administrative point, the investment per pupil listed within the proposal isn't entirely accurate, although it is extremely close. Within the proposal there is a contingency provision line item specific for facilities that wasn't included within the analysis provided. The correct facility investment per pupil is as follows:

	2012-13	2013-14	2014-15	2015-16	2016-17
Madison Prep Proposal	\$3,312	\$1,439	\$969	\$2,301	\$1,860
Updated	\$3,345	\$1,454	\$979	\$2,324	\$1,878
Difference	\$33	\$15	\$10	\$23	\$18

MMSD believes the difference to be inconsequential in the overall budget, as I assume that the proposed contingency amount is captured in the total cost of the program being proposed.

Recommendation:

None at this time.

Governance

Page # 71: MPA - Governance

The Urban League of Greater Madison will serve as the charter developer seeking authorization from the Madison Metropolitan School District's (MMSD) Board of Education to establish Madison Prep. ULGM is using federal charter school planning funds granted by the Department of Public Instruction to establish an independent 501(c) (3) organization for Madison Preparatory Academy, Inc., under which Madison Prep's schools will operate. As of October 1, 2010, Madison Prep's articles of incorporation have been filed with the State of Wisconsin and its bylaws and 501(c)(3) application are being prepared.

Madison Prep has proposed to operate as an instrumentality charter school of the Madison Metropolitan School District provided the Board of Education agrees to provide the school's Board of Directors with autonomy of governance, management and budgetary control of the

school. Provided this agreement cannot be reached, the Urban League of Greater Madison and the Board of Directors of Madison Prep will request that the MMSD Board of Education authorize the school as a non-instrumentality charter school. As a non-instrumentality charter school, the MMSD Board of Education may not employ any of the staff of Madison Prep, as stated in Wis. Stat. § 118.41 (7).

Page # 71: Governance - MMSD Response

Since Madison Prep has proposed to operate as an instrumentality charter school of the Madison Metropolitan School District, the law is very clear that full autonomy of governance, management, staffing and budgetary control of the school is not permissible.

Recommendation:

All personnel must be employed by the District. All collective bargaining agreements must be followed. If Madison Prep is approved, joint recruitment, selection, and retention of staff practices must be developed and a bridging committee should be implemented.

Page # 71: MPA - Instrumentality Status

Aspects of Instrumentality: Madison Prep has proposed to operate as an instrumentality charter school of the Madison Metropolitan School District provided the Board of Education agrees to provide the school's Board of Directors with autonomy of governance, management and budgetary control of the school. Provided this agreement cannot be reached, the Urban League of Greater Madison and the Board of Directors of Madison Prep will request that the MMSD Board of Education authorize the school as a non-instrumentality charter school. As a non-instrumentality charter school, the MMSD Board of Education may not employ any of the staff of Madison Prep, as stated in Wis. Stat. § 118.41 (7).

Page # 71: Instrumentality Status – MMSD Response

MMSD and Madison Prep have continued to work through the issues associated with MPA being instrumentality schools. This is reflected within the Administration's budget analysis. At the time of this analysis, the parties both understand that in order to be an instrumentality, all personnel must be employed by the District. We believe a meeting of the minds has been reached regarding teachers, custodians, food service, and non-bargaining unit employees. A number of issues/concerns exist in the minds of the Administration regarding the appropriateness and/or need for certain management positions. Also, there is currently no agreement with respect to the employment of a school social worker and school psychologist. Finally, if the charter proposal is approved by the Board, additional discussions are needed regarding the role of the President for MPA. Currently, this is not a paid position but rather a "borrowed" executive from the Urban League. Questions remain whether this "loaned" status means the position is not actual an employee. Questions also remain regarding how the position will be handled in the future when it becomes a paid position.

Recommendation:

All individuals performing MTI-member work, "unit work," must be employees of the District including the school social worker and psychologist. All administrative staff, perhaps with the exception of the President, must also be District employees. Specific procedures and protocol regarding recruitment, hiring, supervision, evaluation and, as appropriate discipline/termination, will need to be identified in detail within the charter contract.

Admissions

Page # 61: MPA - Pre-Enrollment Interview

The Interview will last 30 minutes and will be a time for Madison Prep to share information with prospective parents and students about the school. They will learn about the school's core values and expectations; what a typical day will be like for students; and about opportunities that will be available to Madison Prep students to learn and grow outside the classroom. Parents and students will share more about themselves, why they are interested in Madison Prep and what their expectations are of the school. Parents/Guardians will learn about what Madison Prep's expectations of them and their child. For example, parents will be expected to dedicate 20 hours per school year to the school (2 hours per month). This can include such things as volunteering in the classroom, supporting administrative processes, participating in Madison Prep's Parent Association, leading or supporting school activities, leading one of the school's Neighborhood Family Teams or helping with school events.

Page # 61: Pre-Enrollment Interview – MMSD Response

MMSD is concerned about equal access of all students as it is outlined in the narrative. Why pre-enrollment? As it is defined there are concerns about screening.

Recommendation:

MMSD recommends that acceptance into the program be based on the lottery; and, if an interview is desired, it take place after the lottery and students are selected.

Staffing

Page # 21: MPA - Insufficient Faculty and Staff Diversity in Madison's Public Schools

While MMSD's student body is increasingly of color, the staff does not nearly reflect this diversity. The educators and staff that are primarily charged with educating, supporting, leading and influencing the identity formation of children attending MMSD schools are mostly White and female. There are very few teachers of color and even fewer male teachers of color.

MMSD has attempted to address these issues in the past, but have credited their low employment rates of teachers and administrators of color to the off-time of year in which the District is able to offer contracts, lack of an sizeable candidate pool from which to draw educators of color, and geography. It has been long posited by District and community leaders that many teachers of color will not move to Madison because of their likeliness to experience cultural dissonance once they relocate to the area. In other words, it is suspected that teachers of color recruited from outside of Madison may experience an "uncomfortable sense of discord, disharmony, confusion or conflict in the midst of their change in cultural environment."¹⁵

Over the last 20 years, according to MMSD's recently retired diversity recruiter, the District has heavily focused its diversity recruitment efforts on Historically Black Colleges and Universities (HBCUs) in the South, colleges and universities in Wisconsin, Minnesota and Illinois, and advertisements in magazines catering to higher education institutions and communities of color in the Madison area.

While MMSD should be recruiting in these locations, its strategies have not yielded the number of applicants or hires needed in the schools. Recruiting at HBCUs could be positive if efforts are concentrated on universities that enroll a significant number of students from the upper Midwest. It would also help if MMSD promoted teaching as an option to young people graduating from its high schools, provided college scholarships to students who enroll in a teacher preparation program in exchange for at least three years of teaching service in the city's public schools, and involved community members of color and their respective organizations in the recruitment and retention process. To facilitate the execution of one of these strategies, in spring 2011, the Urban League began meeting with MMSD's leadership to assist them with establishing a diversity hiring plan and offered to assist with recruitment.

Page # 21: Insufficient Faculty and Staff Diversity in Madison's Public Schools - MMSD Response

For the past 16 years, MMSD has in fact focused recruitment in Wisconsin, Michigan, Illinois, and Minnesota, with additional targeted efforts throughout the nation based on higher demographics of teachers of color and those certified in our shortage areas. MMSD has outpaced our surrounding Districts with the percentage of new staff of color hired each year. During the 2010-11 hiring season, MMSD was able to hire 19.5% while the market availability for professional educators of color is at 12%. MMSD strives to improve in this area and will continue to do so. A specific recruiting plan is being developed. We welcome collaboration with community partners.

Recommendation:

No recommendation regarding Madison Prep proposal.

Page # 49: MPA - Hiring Principal

ULGM would like to hire each Principal as soon as Madison Prep's charter is approved by the Board of Education. ULGM and Madison Prep's Board of Directors have enlisted the support of QTI Group and Restaino Bunbury & Associates to assist with the principal search and potential relocation needs.

Madison Prep's Board of Directors will launch the hiring process for each principal in December 2011 with the hope of concluding the search by March 2012. While principals' selected may not be available to start until the summer of 2012, hiring these positions early will ensure that each principal is deeply engaged in the implementation of the school, including hiring staff, recruiting students, organizing and completing training, and forming relationships with founding members, the Board, partners, and members of the greater Madison community. It will also give principals who may be currently leading schools the ability to maintain good rapport with their current employers by giving them enough advanced notice before leaving.

Page # 49: Hiring Principal - MMSD Response

If Madison Prep is an instrumentality as proposed, then pursuant to statute the District will employ all personnel. That would include the principal. There is no hybrid model permitting some of the personnel to be employed the District and others by Madison Prep. Therefore, the principal cannot be hired as an employee of Madison Prep.

Recommendation:

As the District's employee, it is necessary for the District to retain sufficient input into the hiring as well as oversight over the position. Therefore, the District and Madison Prep should work

together to develop a mutually agreeable recruitment, selection and supervision/evaluation process which meets the needs/requirements of both the District and Madison Prep.

Page # 63: MPA - Position Summaries

The following section will begin by outlining each MPA position followed by MMSD similar position, followed by a recommendation.

Example:

MPA School Nurse Position Description
MMSD Comparable Position - School Nurse
Recommendation:

1. President
2. Business Manager
3. Grants & Development Manager
4. Principals
5. Director of Teaching & Learning
6. Dean of Students
7. General Education/English Language Learner (ELL) Teachers
8. Master Teachers/Department Chairs
9. School Counselor
10. Special Education Coordinator
11. Special Education Teachers
12. Skills Mastery Coordinator
13. Librarian/Media Specialist
14. Director of Family & Community Partnerships
15. School Nurse
16. Director of Athletics & Activities
17. Athletic Coaches & Fitness Trainers
18. Office Manager
19. Administrative Assistant
20. School Security Officer
21. Custodial and Food Service Staff (provided by MMSD)

These five positions are missing from the MPA Business Plan but are included in their proposed budget:

22. Director of Learning Support
23. Psychologist
24. Social Worker
25. IT Position
26. Registration – Volunteer Coordinator

1. MPA President Position

The President reports to the Board of Directors and is responsible for the overall operation of the school, its programs, and services. The President will build and directly manage an Executive Leadership Team comprised of the Principals, Business Manager and Director of Family & Community Partnerships. In the start-up years, the Urban League's Chief Financial Officer, School Development Director, and Vice President of Development & Communications

will assist the organization in areas of finance, contract compliance, fundraising, marketing and communications, and overall school evaluation and assessment for replication.

The President is also responsible for facilitating strategic planning with the Board of Directors; recruiting, developing, evaluating, and retaining highly effective principals, fundraising and ensuring the organization meets its annual fundraising goals; planning for school operations, finance, facilities acquisition, budgeting, growth, and replication; ensuring the organization executes an effective communications and marketing plan; maintaining compliance with local, state, and federal laws and obligations to the chartering authority; and serving as the school's primary spokesperson.

Recommendation:

Although this position is listed outside of the scope of the budget, it is also only listed for two years. MMSD is concerned about the responsibilities listed in the narrative if this position is not maintained after two years. If Madison Prep is approved, the duties of this position in year three and beyond need to be clarified.

2. MPA Business Manager Position

The Business Manager will work collaboratively with the President and Principals to ensure Madison Prep practices fiscal discipline, appropriately manages spending against its annual budget and income, completes its annual budgets on time, adheres to its Financial and Personnel Policies and Procedures, and that the school remains in compliance with all grants and contributions, and federal, state and local laws, policies and regulations. S/he will have responsibility for budget and finance, building and grounds, food service, and in collaboration with the Principal – staffing and personnel support. S/he will serve as a point of contact for compliance purposes with the Madison Metropolitan School District; manage the accounts payable process and the schools banking relationship; reimburse school staff and board committees as necessary; coordinate and manage Madison Prep's relationship with janitorial and food service providers and other contractors; oversee annual financial and operational audits; and maintain proper insurance coverage for the school and its employees. The Business Manager will report to the President (and indirectly to Madison Prep's Treasurer), and serve as a member of the Executive Leadership Team and the Board of Director's Finance Committee. The Urban League of Greater Madison will provide additional oversight support of the school's budget in the first several years and will help build the school's financial management and accounting systems, policies and procedures.

MMSD Comparable Position – Assistant Director of Budget, Planning, and Accounting

Responsibilities of the position:

The purpose of this position is to assist the Director of Budget, Planning and Accounting Services to maintain financial records; prepare and issue accurate and timely financial reports and analysis to District administrators, the Board of Education, and outside agencies; ensure financial obligations are met; maintain internal accounting control system to assure assets are secure against loss, unauthorized use, or disposition; and ensure financial transactions are completed according to management authorization.

Essential Duties and Responsibilities

The following represents responsibilities for this position working in conjunction with the Director of Budget, Planning and Accounting Services and the Accounting Services Team. These are not to be construed as exclusive or all-inclusive. Other duties may be required and assigned.

1. Fiscal management
 - Accounts receivable;
 - Banking;
 - Investments;
 - Reconciliation;
 - Automated transactions.
2. Financial reporting
 - State;
 - Federal;
 - Internal;
 - Grant claims;
 - Financial Statement Preparation;
 - Grant recording.
3. Asset management
4. Financial transaction support services
 - Financial management issues;
 - Accounting services issues with departments, administrators, public agencies, etc.;
 - Support for school site accounting needs;
 - Accounts payable processing.
5. Other
 - Communication and strong team spirit;
 - Support to the Accounting Services Team;
 - Support to Auditors;
 - Leadership and creative thinking when problem solving;
 - Supervision of Individual Accounting Functions;
 - Complete special projects as assigned.
 - Experience working cross-culturally and/or commitment to work toward improving one's own cultural competence, ie, valuing difference/diversity, recognizing personal limitations in one's skills and expertise, and having the desire to learn in these areas.

Recommendation:

There may be other options for staffing the Business Manager position to be more cost effective.

3. MPA Grants & Development Manager Position

The Grants & Development Manager will be a full-time position that is responsible for assisting the President with creating and implementing annual and multi-year development plans for Madison Prep. The plan will include developing a base of individual philanthropists, foundations, social investment firms, and corporations/businesses that support Madison Prep's educational services (tutoring, programs for parents), co-curricular programs (athletics, clubs), student experiential activities (field trips, international expeditions), outreach initiatives (community engagement, events), facilities upgrades and purchase, and school growth and replication. The Grants & Development Manager will have an annual dollar goal to raise and will work closely with the Board of Directors to develop relationships with prospective funding partners, secure contributions, and manage and nurture relationships. The Grants and Development Manager will report directly to the President. This position will not be filled until school year 2015-2016.

MMSD Comparable Position - Grant and Fund Developer

Essential Duties and Responsibilities:

The following duties are normal for this position. These are not to be construed as exclusive or all-inclusive. Other duties may be required and assigned.

- Develops grant proposals as determined by District administrators and staff as approved by administration;
- Advises and provides editorial and other assistance to District staff in developing grant proposals;
- Provides information to District staff on available funding sources regarding their area of responsibility and/or specific projects;
- Consults with District personnel regarding the feasibility and wisdom in pursuing specific grant opportunities and other fund-raising strategies;
- Assists District administrators in developing project ideas for outside funding;
- Conducts research regarding potential funding sources for District priority initiatives and other projects as requested;
- Establishes and maintains relationships with funding sources and prospective grant-funded project partners;
- Assists with maintenance of an annual inventory of competitive grants received by the District;
- Monitors developments within the District, partner institutions, funding sources and the fund-raising profession;
- Maintains knowledge of public relations principles and practices, grant accounting and management policies and procedures or sources of information, and budget development and administration policies and procedures;
- Provides staff development on their grant seeking skills.

Recommendation:

There may be other options for staffing the Grants and Development Manager position to be more cost effective.

4. MPA Principal Position

Madison Prep's Principals will be responsible for overseeing and guiding all aspects of teaching, learning, and student and family services in the school. Their primary focus will be ensuring teachers are teaching, students are learning, parents are engaged, the community is involved in the school and the school is involved in the community. They will also ensure that all team members lead with Madison Prep's Core Values and Leadership Dimensions in mind and that all team members in the Instructional Pipeline are supported, developed, recognized, and rewarded for their achievements.

The Principals' duties will include recruiting, orientating and evaluating all faculty and staff; recruiting students and meeting enrollment goals; monitoring classroom instruction and student support services; planning for school effectiveness and student achievement; organizing effective professional development opportunities for faculty and staff; and serving as a spokesperson along with the President for the school. The Principals will also be responsible for curriculum development for all subject areas, managing and reporting all internal and external assessment data, measuring and reporting student achievement; and ensuring that special needs students and English Language Learners are appropriately educated, supported and integrated into all facets of the school. They will serve as members of the Executive Leadership Team and lead the schools' management teams. They will also serve as members of Board

Committees and attend and participate in all Madison Prep Board Meetings. The Principals will report to the President.

MMSD Comparable Position - Middle School Principal

Responsibilities of the position:

The principal will:

- Administer the school according to policies of the Board of Education and under the supervision of the Assistant Superintendent.
- Create a positive, safe and orderly learning environment using a Positive Behavior Intervention System model.
- Maintain knowledge of District policies, procedures, rules and regulations regarding school programs, and administration, principles of personnel supervision and evaluation, public relations principles and techniques, and budget development and administration.
- Provide leadership to integrate a balanced multicultural curriculum.
- Implement, supervise and revise instructional programs to ensure student instructional needs are met.
- Facilitate scheduling of classes and student placements.
- Lead staff in evaluation and improvement of instructional programs.
- Coordinate the development and implementation of school behavior management/discipline programs.
- Develop and implement school improvement plans.
- Evaluate and supervise special education programs.
- Interview and hire professional and non-professional staff.
- Allocate, supervise and evaluate building staff.
- Coordinate staff development.
- Participate in professional development.
- Interact with students to promote a sense of community.
- Plan, develop and implement middle school annual operating budget.
- Chair school and staff meetings.
- Participate in a variety of school, area, community and District meetings.
- Respond to District requests, implement changes, administer surveys and collect data regarding middle school operations, programs and administration.
- Oversee meal supervision and transportation services.
- Communicate with parents and cooperate with parent groups.
- Address parent concerns and resolve complaints.
- Support extra-curricular programs.
- Coordinate building maintenance in conjunction with District Building Services Department.
- Assist in planning and monitoring school remodeling projects.
- Act as liaison to outside agencies including law enforcement and social services.
- Coordinate school-community partnerships.

Recommendation:

There may be other options for staffing the Principal position to be more cost effective.

MMSD Comparable Position - High School Principal

Responsibilities of the position

- Administer the school according to policies of the Board of Education and under the

supervision of an Assistant Superintendent.

- Maintain knowledge of District policies, procedures, rules and regulations regarding school programs and administration; personnel supervision and evaluation; public relations principles and techniques; and budget development and administration.
- Create a positive, safe and orderly learning environment.
- Develop, implement and monitor school budget and approve budgeted expenditures.
- Allocate, supervise and evaluate building staff, interview and hire professional and nonprofessional staff and respond to issues related to staff hiring and termination.
- Direct and participate in staff and professional development.
- Implement and revise instructional programs, supervise special education programs, and work with Special Ed and ELL inclusive models of instruction.
- Implement models of post secondary/educational options for students with diverse life goals.
- Implement District initiatives and develop and plan school improvement plans.
- Participate in a variety of school, area, community and District meetings, chair school and monthly faculty meetings and serve on District-wide and community committees and boards.
- Administer surveys and collect data regarding building operations, programs and administration.
- Coordinate school public relations, develop business-school partnerships and direct partnership programs with community to enhance school programs.
- Address individual parent concerns, resolve complaints, communicate with parents and cooperate with parent groups.
- Act as liaison to outside agencies including law enforcement and social services.
- Plan and oversee school remodeling, building and grounds operations and custodial and maintenance services.
- Manage and attend athletic and extra-curricular programs and coordinate school activities/programs with alternative programs.
- Respond to unanticipated daily demands of operating the school.

Recommendation:

No recommendation. This position is not implemented until year four.

5. MPA Director of Teaching & Learning Position

The Director of Teaching and Learning will partner with Madison Prep's principals and leadership team members and serve as a catalyst for innovation, setting high standards for excellence in instruction, assessment, and teacher and leadership training and development for all faculty and staff at the school. S/he will be responsible for ensuring that all teachers and instructional support staff and volunteers perform at a high level and that their work with students is exemplary. Specifically, they will assist the principal(s) with developing and implementing the IB curriculum and Harkness instructional method, ensure the curriculum is aligned with state, District and school-based assessments, and ensure the curriculum and instructional methods used are applied evenly and effectively with every child in every classroom in the school(s). This person will also assist with recruiting, hiring and evaluating teaching and instructional support staff, and will supervise these staff after they are hired. They will also lead the development and ongoing supervision of Madison Prep's professional development program for all instructional and non-instructional staff, and guide the development of Madison Prep's Prep Year Program and enrichment/tutorial. The Director of Teaching and Learning will oversee the use of paid instructional coaches and volunteer tutors to ensure

optimal student learning and achievement. In all that they do, they will seek to utilize proven methods and promising innovations in instruction, professional development, evaluation and talent management. The Director of Teaching & Learning will report to the Principal(s).

MMSD Comparable Position – Assistant Director of Curriculum & Assessment

Responsibilities of the Position

- In collaboration with the Executive Director, lead and administer Curriculum Review Process (ELM) and Program Evaluation for respective content areas as directed.
- Performs all duties required and assigned as District Assessment Coordinator
- Provides leadership and administrative support for the respective PK-12 content-area curricular, instructional and assessment components as directed.
- Provides leadership and administrative support of the professional development required for instructors and teachers in Extended Learning Summer School (ELSS). Responsible for screening, hiring and placing math and literacy teachers, literacy interventionists and math and literacy coaches.
- Provides administrative oversight of the Math Task Force including the Middle School Math Specialist Program in collaboration with the UW-LEADS and Education Outreach Partnership (EOP).
- Responsible for the regular review and improvement cycle of the Human Growth and Development curricular as specified by the Department of Public Instruction and the MMSD Board of Education.
- Provides administrative oversight of the Science Materials Center, Planetarium and Science Research Intern Program.
- Responsible for the District management of the School Forest in collaboration with the School Forest Advisory Board. Responsible for related environmental education curricular integration and programming.
- Serves as Department liaison and provides curricular and assessment support to partner organization and charter schools, including Badger Rock.
- Represents Curriculum & Assessment on committees as directed. Committees may include: Balanced Assessment/Rtl; REaL Grant; Sustainability Education; External Research; Safety; and Hardware Review.
- Researches best practices, local, state and federal government policies related to curriculum, instruction and assessment.
- Hires, supervises, supports and evaluates assigned staff.
- Represents Department on District and community committees as assigned.
- Manages human and financial resources for all Divisions assigned.
- Writes reports, create documents and disseminate information as directed.
- Pursues appropriate grant opportunities.

Recommendation:

There may be other options for staffing the Director of Teaching and Learning position to be more cost effective.

6. MPA Dean of Students Position

The Dean of Students will be the primary person responsible for the planning, execution, and oversight of non-academic student services. S/he will be responsible for assessing and coordinating services and programs for students and their families; for engaging parents and the general public in Madison Prep; for ensuring that all students are enrolled in the mandatory level of core curricular activities; and will oversee the school's guidance counseling, parent and

athletic programs. The Dean of Students will also be responsible for student discipline, oversight of the “New Student & Parent Orientation,” student recruitment, and oversight and/or coordination of family events outside of the regular academic program. Two Deans will be hired to begin working at the start of school year 2014-2015. Each Dean of Students will report to the Principal. For the first two years of Madison Prep’s operation, the Principals will carry out the Dean of Student responsibilities.

MMSD Comparable Position – Dean of Students

Madison Prep’s utilization of the Dean of Students position is consistent with the MMSD.

Recommendation:

The Dean position will not be present until the 2014-2015 school year. At that time it is the recommendation of MMSD that the Madison Prep Dean of Students position will be a regular teacher contract with an added 7% of the base salary as defined on the teacher salary schedule as is defined by MMSD Human Resource postings.

7. MPA General Education Position

All of Madison Prep’s teachers will meet all of the requirements of *highly qualified teacher* as established by the No Child Left Behind Act of 2001 and have appropriate Wisconsin teacher licenses. All teachers of core academic subjects will hold at least a bachelor’s degree from an accredited institution of higher education and demonstrate a high level of competency teaching youth in urban areas in each of the core subjects in which s/he will teach prior to being hired. Specifically, teachers will be responsible for developing lesson plans and implementing the curriculum in all subjects; teaching a minimum of three periods daily (block schedule); maintain accurate and up-to-date data regarding student achievement on internal assessments; completing the electronic grade book daily so that parents and students can keep up with students’ performance online; provide academic support to students daily; serve as a mentor and coach to a minimum of 20 students, meeting with their cohort at least once weekly to discuss their progress, troubleshoot and field ideas that improve teaching, learning and the school community; partner with parents in the development and management of student’s Destination Plans; enforce all school rules inside and outside of the classroom; oversee student arrival and dismissal; and develop and maintain a strong working relationship with parents via school activities, regular parent-teacher statuses, progress reports and phone calls, when necessary. The General Education/ELL teachers will report to their Department Chair or the Director of Teaching & Learning, whichever the principals prefer.

MMSD Comparable Position - General Education Teacher

Responsibilities of the Position

Each teacher shall:

A. Instruction Planning (Daily Preparation)

1. Develop curriculum based on student needs guided by District and local school goals.
2. Prepare weekly and daily lesson plans consistent with goals and objectives.

B. Instructional Delivery (Technique of Teaching)

1. Proficient use of appropriate and correct written and oral communication.
2. Proper utilization of instructional plans.
3. Practice an effective instructional process.
4. Practice teaching methods which response to learner needs.

5. Practice positive reinforcement.

C. Classroom Management (Rapport with and Control of Students)

1. Teach in an efficient manner that maximizes the use of available learning time.
2. Maintain a learning atmosphere which is conducive to excellence in education.
3. Maintain a safe age-appropriate physical environment which will enhance good instruction and learning.
4. Establish an effective behavior management plan.

D. Subject Content (Professional Knowledge)-

1. Demonstrate proficient knowledge of the concepts in the specific subject matter.
2. Keep current with new developments, issues and technology in instruction.

E. Evaluation (Assignment of Students)

1. Assess progress of students and provide reports as required.
2. Diagnose learning difficulties of students and develop a plan of action.
3. Plan for individual and group differences.
4. Use evaluation to give learners timely feedbacks on performance.
5. Review concepts/skills previously learned.

F. Professional Relationships/Responsibilities (Professional Interest)

1. Maintain a supportive and positive relationship with students.
2. Maintain an effective working relationship with staff.
3. Maintain a relationship with parents that promotes effective communication.
4. Cooperative with staff in planning instructional programs.
5. Maintain records as required by law, District policies and administrative procedures (e.g. attendance, grades, support staff data).
6. Share responsibility for maintaining order and acceptable student behavior outside the classroom.
7. Attend and participate in faculty meetings, inservice workshops, PTA meetings and other such meetings.
8. Maintain and improve professional competence through an ongoing program of personal development.

Recommendation:

No recommendation.

MPA English Language Learners Teacher Position

All of Madison Prep's teachers will meet all of the requirements of *highly qualified teacher* as established by the No Child Left Behind Act of 2001 and have appropriate Wisconsin teacher licenses. All teachers of core academic subjects will hold at least a bachelor's degree from an accredited institution of higher education and demonstrate a high level of competency teaching youth in urban areas in each of the core subjects in which s/he will teach prior to being hired. Specifically, teachers will be responsible for developing lesson plans and implementing the curriculum in all subjects; teaching a minimum of three periods daily (block schedule); maintain accurate and up-to-date data

regarding student achievement on internal assessments; completing the electronic grade book daily so that parents and students can keep up with students' performance online; provide academic support to students daily; serve as a mentor and coach to a minimum of 20 students, meeting with their cohort at least once weekly to discuss their progress, troubleshoot and field ideas that improve teaching, learning and the school community; partner with parents in the development and management of student's Destination Plans; enforce all school rules inside and outside of the classroom; oversee student arrival and dismissal; and develop and maintain a strong working relationship with parents via school activities, regular parent-teacher statuses, progress reports and phone calls, when necessary. The General Education/ELL teachers will report to their Department Chair or the Director of Teaching & Learning, whichever the principals prefer.

MMSD Comparable Position – English Language Learning/Bilingual Resource Teacher
Responsibilities of the position

- Collaborates with general education teachers and other professionals to develop and provide standards-based instruction, designed to meet individual student needs
- Coordinates and administers English language proficiency assessments, sends score reports to central office, and maintains complete student files
- Works with building administrator to coordinate service delivery and alternate assessments for English language learners
- Monitors students' ability to access grade level appropriate curriculum through on- going assessment and modifies instructional programs accordingly
- Works with BRS and other professional staff to coordinate communication with families regarding student progress in academics and English language acquisition
- Consults with building team and other staff regarding "at risk" English language learners
- Establishes consistent communication (i.e. team meetings, planning times) with general education and BRS staff
- Serves as a resource for school staff regarding second language acquisition and ESL and bilingual methods and best practices
- BRTs also provide primary language support and instruction

Recommendation:

No recommendation.

8. MPA Department Chair Position

Will perform the same duties as teachers and will be subject to the same hiring criteria. In addition, they will lead teams of teachers, coordinating professional development, curriculum and lesson planning and will coach teachers in the classroom who require or request additional support. They will model best practices in teaching, leadership and parental and community engagement in the classroom, school and community. Master Teachers/Department Chairs will report to the Director of Teaching & Learning.

MMSD Comparable Position – Department Chair, Teacher Leader

MMSD teachers who accept department chair (High School only) or teacher leader positions (Middle and High School) do so with an agreement on how their new assignment will change their schedule. In some cases, department chairs of departments with more than 8 teachers may earn an additional release period so they may conduct leadership duties. High school department chairs collaborate across the city and with central office staff. Teacher leaders, typically, are positions that are held whereby the teacher is no longer in the classroom.

Examples are: REaL Grant Coordinator, Literacy Coach, Instructional Resource Teacher, Professional Support Teacher.

High School department chairs earn a 7% base salary increase for their duties. Some teacher leader positions also earn the 7% base salary increase.

Recommendation

MMSD maintains that all teachers covered under the CBA report to an administrator for the purpose of supervision and evaluation. There may be structures that serve as professional learning communities and teachers may have the opportunity to collaborate and volunteer to assume roles within the agreed contract. Any roles that teachers agree to outside of the contract must be agreed upon by all parties.

9. MPA School Counselor Position

The School Counselor will work collaboratively with classroom teachers, the Director of Family and Community Partnerships, classroom teachers and parents to provide comprehensive academic and personal support to students to ensure Madison Prep students are set-up for success. They will hold individual and group counseling sessions with students and parents; implement effective social and peer development and conflict resolution programs; create school-wide systems for supporting students' social and academic growth; and ensure students social needs are being met within the school community. They will participate in assessing a variety of behavior, skills, emotions, and goals of students; intervene directly when counseling services are needed or requested; and will consult with teachers, parents, and school personnel on students' behavior, learning, and social well-being. In addition, the school counselor will supervise the Parent and Teacher Destination Planning Process; provide early career and guidance counseling; connect students to college preparatory and experiential learning programs that address their needs and interests; ensure all students are placed in appropriate classes; assist with interim benchmarking and college readiness assessments; and will assist with coordinating tours to and partnerships with colleges and universities and local businesses.

MMSD Comparable Position – School Counselor

MMSD agrees that the Madison Prep position description for school counselors is consistent with, but not exhaustive, of MMSD school counselors. MMSD school counselor job description: Guidance Curriculum

- Teaching or assisting in teaching the guidance curriculum
- Participating on interdisciplinary teams to develop the guidance curriculum in content areas
- Conducting planned small-group activities outside the classroom based on identified student needs or interests
- Career-planning with individual students & families
- Conducting parent workshops/information sessions to address community needs or to reflect the guidance curriculum

Individual Student Planning

- Appraising students' abilities, interests, skills, achievement, short-/long-term academic plans in individual or small-group meetings
- Advising students one-on-one or in small groups, using data from the academic, personal/social, and career-ed domains, & appropriately involving parents & school staff
- Assisting individual students to begin & regularly maintain their Individual Learning Plan

- Conferencing with students & families individually or in small-group settings to plan for upcoming transitions

Responsive Services

- Consulting with teachers, other educators, &/or community agencies regarding students/families
- Counseling students individually or in small groups regarding their concerns &/ or other people's concerns about them
- Counseling/supporting students/families facing crisis situations
- Training students to serve as peer mentors, mediators, conflict managers, or tutors
- Referring students/families to appropriate outside resources

System Support

- Serving on appropriate departmental, curriculum, District, community, & advisory committees/councils
- Becoming knowledgeable about community resources, referral agencies, employment opportunities, & local/national labor market information
- Consulting with teachers, other educators, parents/guardians, & appropriate outside sources to receive feedback on emerging student needs & to provide information to support the school community & family
- Educating parents/guardians about the scope & sequence of the school counseling program so they can be actively involved in their child's educational & career planning
- Participating regularly in professional development to update professional knowledge & skills
- Organizing, planning ,managing, & implementing the activities of the school counseling program
- Collecting evaluative data & anecdotal input from school staff, parents/guardians, & students concerning the school counseling program
- Using the data & anecdotal input to periodically update the various components of the school counseling program
- Performing fair-share responsibilities that align with & are equal in amount to the fair-share responsibilities provided by other staff in the school
- Educating school staff, the school District, & the community about the comprehensive school counseling program through presentations, newsletters, brochures, web pages, the local media, etc

*Responsibilities are from the ASCA National School Counseling Model & the WI Comprehensive School Counseling Model.

Recommendation:

No recommendation.

10. MPA Special Education Coordinator / Teacher Position (no separate MPA job description for teacher)

One of Madison Prep's Special Education teachers will serve as the Special Education Coordinator (SEC). The SEC will be responsible for coordinating and reviewing the special education needs of incoming students, ensuring that they receive the proper accommodations and/or modifications within the classroom, and ensuring that Madison Prep maintains strict

compliance with the provisions of the Individuals with Disabilities Education Act (IDEA). Specifically, the SEC will facilitate review of intake assessments for incoming students. They will partner with other teachers to ensure Madison Prep offers an inclusive education environment for students; coordinate pull-out services on an as-needed basis only; follow all Federal and District guidelines concerning the development and implementation of IEPs and 504s; and ensure compliance with all Federal, State and District SPED regulations regarding parental consent. The SEC will also collaborate with the Principal and grade level teachers regarding pre-referral meetings; ensure that all general education teachers know and understand classroom accommodations for the special needs students they serve; coordinate with Principal and grade level teachers to monitor implementation of appropriate accommodations for students during instruction; serve as the point of contact for parents of students with special needs and for matters relating to due process; organize and coordinate professional development opportunities for general and special education teachers; work directly with general education teachers on issues that may arise in classroom settings; facilitate the evaluation/reevaluation process and create a master schedule for annual IEP meetings; and be responsible for SPED student files, including maintaining a system that monitors viewing of files and confidentiality, as well as ensuring that all files are current. The Special Education Coordinator will lead the Special Education team and report to the Director of Teaching & Learning until school year 2014-2015 when the Director of Learning Support is hired.

MMSD Comparable Position - Special Education Coordinator

Special Education Coordinators in MMSD are administrators that lead a team of professional support teachers throughout the pre k-12 District.

Responsibilities of the Position

- Under the supervision of the Executive Director of Educational Services this position:
- Coordinates and provides leadership to special education and Section 504 programs.
- Works with school principals and their leadership teams to develop, implement and evaluate school improvement efforts in relation to the academic, social-emotional and behavioral needs of our students with disabilities with a special emphasis on English language learners (ELL).
- Serves as the Local Education Agency (LEA) Representative on Individual Education Program (IEP) teams.
- Receives and responds to parent and staff complaints.
- Gathers relevant information and gives written or verbal responses to complaints or refers to appropriate agency or person.
- Participates in mediation meetings and due process hearings pursuant with IDEA.
- Assigns program support teachers to IEP teams.
- Develops and manages area special education budget.
- Reviews expected needs, staffing levels, transportation, materials and supply needs.
- Recommends budget to Executive Director of Educational Services.
- Develops teacher and Special Education Assistant staffing allocation plan.
- Supervises personnel for special education including program support teachers and area special education secretary (prioritizes, assigns and reviews work).
- Reviews, recommends and or hires central office, building-based, and itinerant staff, along with approving recommendations for transfer, promotion and termination.
- Completes employee performance evaluations.
- May supervise operation for District-wide special education programs, alternative programs, and related services.
- Assists the Executive Director in developing annual special education budget.
- Participates on Educational Services Administrative Team.

- Provides case consultation to special education and administrative staff (relative to IDEA and Section 504).
- Testifies in expulsion proceedings; prepares and submits/presents a variety of reports such as staffing summaries, enrollment reports, memoranda, correspondence, reimbursement summaries, legal notices for special education and other written materials.
- Assists in solving labor issues.
- Coordinates federal and state discretionary grant-funded activities.
- Provides guidance and direction to principals regarding implementation/analysis of schools' instructional design/service delivery to facilitate high performing inclusive educational environments.
- Coordinates and provides leadership to the Department of Educational Services Professional Development and Learning Team.
- Develops, implements, and evaluates Department professional development plan that is aligned to the NSDC Standards.
- Develops ongoing professional development opportunities that support standards-based education and focus on improving the access and engagement of our ELLs and students with disabilities relative to the instructional core.
- Works in collaboration with other District staff to create professional development opportunities and based on school data profiles, aligned to District improvement plans and school improvement plans.
- Develops and oversees professional development and learning budget.

Recommendation:

MMSD is recommending correctly budgeting this position as a Coordinator. The current budget proposals have this position listed as a cross categorical teacher.

11. MPA Special Education Teacher Position

No MPA job description for special education teacher.

MMSD Comparable Position – Cross Categorical Teacher

Job summary

Teach and support students with a variety of disabilities (e.g., ED, LD, CD, OHI, Traumatic Brain Injury, Autism, etc.) in integrated middle school and community-based settings. Work with central office and building-based administration, special education teachers; general education teachers, related service staff, special education assistants, and school support staff. Instruct and monitor special education assistants. Assess students' academic, social-emotional, behavioral, functional, and pre-vocational abilities. Develop appropriate individualized educational plans (IEP), conduct reevaluations as assigned, evaluate student programs, and make modifications and accommodations as necessary.

Examples of duties

- Work with other IEP team participants to design, implement, and evaluate IEPs based on individual students' needs in accordance to IDEA '97 IEP process
- Work in collaboration with general education teachers and school support staff in designing, implementing, and differentiating curriculum, instruction, and assessment for a wide range of students in inclusive school settings
- Ability to work collaboratively with students, parents, school staff, and community based personnel

- Ability to teach and provide instruction in the general education setting (e.g., content area classes, PE, unified arts, LMC) as well as in a variety of other small or individual group instructional arrangements.
- Provide direct instruction in prevocational and community skills within the school setting and in community-based settings
- Develop strategies to foster social relationships between students with and without disabilities
- Provide verbal and written instruction, monitoring, and consultation to special education assistants (SEAs)
- Communicate student progress to the student, parents, other teachers, related services staff, SEAs, administrators, and/or other appropriate individuals
- Evaluate student achievement and program effectiveness on a continuing and annual basis and revise programming as appropriate
- Conduct functional behavioral assessments and create behavior intervention plans utilizing positive behavioral interventions for students with challenging behaviors
- Work with elementary and high school staff to effectively transition students moving across levels
- Ability to be a creative and flexible problem-solver who is able to work in collaboration with others solving problems as they arise
- Demonstration of a working knowledge of the needs of early adolescent students and the middle school philosophy
- Participate in on-going professional development activities
- Ability to use academic content standards to inform the individual education program
- Promote the involvement of students with disabilities in extracurricular school activities
- Demonstrate basic literacy in the assessment and use of assistive technology
- Support practicum students and/or student teachers
- Ability to establish and maintain rapport with students.
- Demonstrate strong interpersonal skills (empathy, active listening, etc.)
- Demonstrates strong and effective written and oral communication.

Recommendation:

No recommendation.

12. MPA Skills Mastery Coordinator Position

The Skills Mastery Coordinator will work in partnership with the Director of Teaching & Learning, special education coordinator and teachers to ensure that students who are struggling academically have appropriate learning intervention plans and instructional support within the school, including Madison Prep-trained tutors during and after school. The Skills Mastery Coordinator will manage the Sustained Silent Reading program as well as the enrichment/tutorial period, including ensuring that all tutors working with students at Madison Prep are well-trained. He/she and will attend grade-level learning team meetings at least once per week. The Skills Master Coordinator will be a highly qualified teacher with at least three years of successful teaching experience, preferably with a cross categorical special education license. The Skills Master Coordinator will report to the Director of Teaching & Learning.

MMSD Skills Mastery Coordinator Position

MMSD does not have a skills mastery coordinator. However, several of the duties described are shared by middle and high school staff. Specific duties of the Skills Mastery Coordinator and the MMSD personnel responsible for similar duties are listed below:

... ensure that students who are struggling academically have appropriate learning intervention plans and instructional support within the school, including Madison Prep-trained tutors during and after school.

MMSD middle schools work in partnership with the Urban League of Greater Madison, Dane County United Way, and Madison Schools and Community Recreation (MSCR) through the Schools of Hope partnership to structure tutoring opportunities for students to receive assistance with homework, especially language arts and math. The coordination of these partnerships serves as a coordinator and is hired by a representative group of school staff and the community partners.

... The Skills Mastery Coordinator will manage the Sustained Silent Reading program as well as the enrichment/tutorial period, including ensuring that all tutors working with students at Madison Prep are well-trained.

MMSD middle schools have reading interventionists/coaches who work as instructional leaders assessing student literacy needs, participation in professional development, leading teacher professional development. Literacy teams have been formed to identify core practices in literacy throughout the District. Reading interventionists have identified strategies for students who are not making progress within the schools' core practices. Read 180, System 44 and accommodations within the classroom are examples.

Recommendation

MMSD recommends that the skills mastery position is a teacher position that may be defined and eligible for the 7% base salary increase for their duties because of after school responsibilities.

13. MPA Librarian/Media Specialist Position

The Librarian/Media Specialist will serve as a resource for all members of the school community, ensuring that they have the necessary information they need in order to fulfill their duties as educators, students, parents, or whatever role they may play at Madison Prep. The Librarian/Media Specialist will assist classroom teachers in implementing their curricula and will help teachers and students connect with the wide array of library services available through UW-Madison and the Madison Public Libraries. Although Madison Prep will not in its initial years establish a traditional school library in its temporary facility, the Library/Media Specialist will be key in assisting the Skills Mastery Coordinator in implementing Madison Prep's Sustained Silent Reading Program, including keeping an inventory of SSR books that the school plans to build. The Library/Media Specialist will be hired in school year 2014-2015 and will report to the Director of Teaching & Learning or the Principal, whichever the Principals prefer.

MMSD Comparable Position – Library Media Specialist

Required Knowledge, Skills & Abilities

Training/experience with multi-cultural curriculum, teaching a diverse student population, incorporating computer technology skills in curriculum, ESL, multi-aged grouping and use of inclusion models. Teaching strengths in literature, reading, social studies, science math and language arts. Successful teaching in a high poverty, high minority, high ESL school. Evidence of successful experience working with students at the elementary school level in a variety of individual, small and large group settings. Demonstrated successful experience with student diversity as shown by differences in age, ethnicity, culture, ability, interest and background.

Evidence of strong behavior management skills with students and positive and on-going communication with parents. Demonstrated ability and successful experience: in developing and maintaining a diverse library collection, including a variety of media representative of our diverse society and matching student reading ability and interests; in using technology to advance teaching and learning and the ability to lead others in the effective use of technology; in designing and implementing standards-based instructional units in collaboration with teachers; in teaching the information-seeking process so students can locate and use resources effectively; in working as a productive member on school-wide and District-wide initiatives.

Recommendation:

Madison Prep and MMSD position descriptions are similar in several areas.

14. MPA Director of Family & Community Partnerships Position

The Director of Family & Community Partnerships will work to connect and maintain strong ties between Madison Prep, parents and members of the Greater Madison community; will identify and establish organizational partnerships that provide extended learning opportunities and benefits to parents and students; and will work closely with the school counselor(s) to identify and support students' career interests and goals.

They will coordinate quarterly Parent-Teacher Statuses; support and participate in the Parent Association; recruit volunteers and coordinate special events; identify community resources establish relationships with other nonprofit and for-profit partners that bolster the school's educational program; partner with the Director of Athletics & Activities to co-coordinate the school's co-curricular programs; coordinate student field expeditions; and establish and maintain a good rapport with youth resource providers in the Greater Madison community. The Director of Family & Community Partnerships will report to the President & CEO.

MMSD Comparable Position - Assistant Director-Equity & Family Involvement

The Assistant Director of Equity & Family Involvement provides District leadership in the development, implementation and monitoring of equity and family involvement initiatives, achievement, policies and practices, and equity in and among schools as set forth in the District Equity Policy 9001 adopted by the Board of Education on June 2, 2008. This position provides direct District leadership and oversight in addressing achievement gap and equity issues and in the development and implementation of family engagement strategies in order to achieve equity.

Recommendation

No recommendation.

15. MPA School Nurse Position

The School Nurse will be responsible for maintaining and/or improving the health status of students, thus enabling them to benefit from their educational experiences, and to promote optimum health status and lifestyles for all students through joint efforts of home, school, and community. The nurse will hold at least a bachelors' degree from an accredited nursing program; will specialize in pediatric care or have previous experience in public health or as a school nurse; and will be certified to practice in Wisconsin. Special characteristics of the school nurse position will be to conduct health screenings and respond to emergency health situations on the part of students and staff; communicate appropriately and effectively with individuals and groups regarding health care matters within the school and larger community; adapt the nursing process

including nursing diagnosis to fit the health needs of Madison Prep students and personnel; foster a sense of self-responsibility for health among students and employees through individual and group health education; ensure all Madison Prep staff are certified – and maintain their certification – in CPR; and demonstrate Madison Prep’s commitment to optimal healthy lifestyles, life-long fitness, and well-being. Madison Prep will seek to partner with local health care agencies, nutritional specialists and organizations specializing in adult and youth fitness to support the school’s efforts. The School Nurse will report to the Principal.

MMSD Comparable Position – School Nurse

Example of Responsibilities and Duties

Basic function is to implement, integrate and coordinate health education and health services in an educational setting.

- A. Provide emergency and non-emergency nursing services during the school day.
- B. Provide direct nursing management of health/illness needs of individuals during the school day within MMSD policies and procedures and within licensure and certification guidelines of the Board of Nursing.
- C. Provide counseling regarding health related concerns to individuals and groups.
- D. Serve as an expert in health in the planning, development and implementation of health curricula and staff inservices.
- E. Monitor health status of the school population as a whole through use of absenteeism information and screening programs.
- G. Assist students and their families in obtaining appropriate health care services. Maintain records of services provided to both individuals and groups within confidentiality guidelines.
- H. Intervene to further assess and promote the health status of students through physical assessment and health history, screening programs, health teaching and individual counseling, either in the school or at the student's home.
- I. Facilitate continuity of health care of students by planning and exchanging information with other school and community health and social service agencies according to confidentiality guidelines.
- J. Provide prevention and control of communicable disease through the implementation of the Immunization law, the collection of specimens as needed to confirm suspected communicable disease and the maintenance of ongoing surveillance for early detection of communicable disease, e.g., absenteeism rate.
- K. Actively participate in special education services by contributing to the IEP process and by formal and informal consultation with teachers and other student services staff.
- L. Assist in the planning and implementation of safety and emergency procedures at the school level to ensure the personal safety of all students and staff.
- M. Assist school personnel in meeting children's education needs by recommending modifications in the educational program of students with special health needs.
- N. Provide direction to school nurse's assistant. Assign daily schedule and routines to nurse's assistant.
- O. Diagnose and treat minor acute illness and communicable disease under protocol after meeting Advanced Practice Nurse Prescriber certification requirements of the Wisconsin Board of Nursing.
- P. Diagnose and treat suspected anaphylaxis or acute exacerbation of asthma under protocol.
- Q. Administer immunizations to students under protocol approved by District medical consultant.

- R. Administer pre-employment TB screening tests under protocol approved by District medical consultant.
- S. Administer Hepatitis B vaccination series to MMSD employees in designated job categories under protocol approved by District medical consultant.

Recommendation:

The Madison Prep Nurse must meet the minimum requirements and have the ability to administer all of the requirements and responsibilities as set forth in the MMSD position description.

16. MPA Director of Athletics & Activities Position

The Director of Athletics and Activities (DAA) will be a full-time teacher with a physical education license. The DAA will lead the school’s youth fitness program and will partner with the Director of Family & Community Partnerships to co-coordinate the school’s co-curricular programs. They will also ensure each Madison Prep student has a combination of fun, instructional, and competitive and non-competitive age appropriate athletic experiences that foster physical skill development, personal health and wellness, a positive self-concept and self-confidence, a knowledge and understanding of sports and sports competition, and the principles of teamwork, integrity, and fair play. The DAA will ensure Madison Prep operates effective fitness and athletic programs within its budget limitations. S/he will also hire, supervise and evaluate athletic coaches and fitness trainers; plan, organize, supervise, and evaluate all athletic programs; and promote the school’s athletic talent to the local media, colleges & universities, and related partners. The DAA will possess a bachelor’s degree in an exercise science field, have completed, or commit to completing, national personal trainer certification either through reputable fitness and exercise organizations such as the National Strength & Conditioning Association (NSCA) and the American College of Sports Medicine (ACSM) (or a comparable alternative certification program), and complete a rigorous coaching education program. The Director of Athletics & Activities will report to the Director of Teaching & Learning.

MMSD Comparable Position - Coordinator of Athletics Position

*It should be noted that MMSD accomplishes the role of Athletics leadership at the high school level only. Additionally, there are two different positions that may be assigned in the position:

A. Coordinator of Athletics

The Coordinator of Athletics is an administrative position who may evaluate all personnel in the department of athletics.

Salary: Administrative 225 Days
Reports to the Assistant Superintendent for Secondary Education

B. Athletic Director

The Athletic Director is a teacher position and their hours are flexible to ensure the duties of the position are completed. Athletic Directors shall only be assigned athletic director duties.

Salary: Teacher contract plus 18% of the teacher base salary (\$6,043 annually)

Recommendation

There may be other options for staffing the Director of Athletics and Activities position to be more cost effective.

17. MPA Athletic Coaches & Fitness Trainers Position

Athletic Coaches and Fitness Trainers will have at least three years of experience coaching competitive sports or leading youth exercise programs. They will have already completed, or commit to completing, national personal trainer certification either through reputable fitness and exercise organizations such as the National Strength & Conditioning Association (NSCA) or the American College of Sports Medicine (or a comparable alternative certification program), and a rigorous coaching education and/or certification program. Athletic coaches and Fitness Trainers will report to the Director of Athletics and Activities. Both will have appropriate certifications in youth fitness, CPR and First Aid.

MMSD Comparable Position – Coaches

MMSD coaches are hired for demonstrating qualifications in the assignment for which they apply. MMSD hires coaches only at the high school level for freshman sports, some sophomore sports, junior varsity, and varsity. Where sports meet participation levels, assistant coaches are hired. All coaches are placed on the extra-duty salary schedule based on their assignment. There are also longevity incentives for employees who have held the same position. Following years 4 and 8, coaches and other employees on the extra duty salary schedule who have consecutively held the same position receive an adjustment on the salary schedule. See the following example:

Freshman Baseball Coach (5% of teacher base)

- Years 1-4 / Level 4.0 on the teacher salary schedule \$1,678.75
- Years 5-8 / Level 8.0 on the teacher salary schedule \$1,981.85
- Years 8 and beyond / Level 12.0 on the teacher salary schedule \$2,292.75

*It should be noted that the above figures are for freshmen baseball coaches. Varsity Coaches earn 9% of the base and Assistant Coaches 6% of the base.

Following are examples of recent hiring notices and position descriptions for Freshman Baseball Coach and Varsity Baseball Coach.

Freshman/Assistant Baseball Coach

Required Qualifications:

- Demonstrated knowledge of baseball skills, skill development and game strategies.
- Successful completion of an approved coach's education course (ASEP) or the ability to complete the course prior to the second season of coaching if no teaching license.
- Current certification or must obtain within one month of employment and maintain CPR/AED certification from a national certifying organization.
- Ability to initiate and maintain open communication with staff, student athletes and parents.
- Competitive experience in baseball at the high school level.
- Previous coaching experience in baseball at the high school level.
- Ability to work cooperatively with other coaches in the program.
- Knowledge of WIAA eligibility standards and willingness to reinforce good sportsmanship and compliance with the athletic code.

- Demonstrate ability to plan, organize and supervise the team with respect to schedules, equipment, student eligibility, officials and safety.
- Demonstrate ability to work positively with a diverse population of student athletes.
- Ability to integrate the baseball program into the total school experience of the student athlete.

Varsity Baseball Coach

Required Qualifications:

- Demonstrated ability to provide positive development and motivation of student-athletes.
- Successful completion of an approved coach's education course (ASEP) or the ability to complete the course prior to the second season of coaching if no teaching license.
- Current certification or must obtain within one month of employment and maintain CPR/AED certification from a national certifying organization.
- Strong baseball background with successful experience at the High School Varsity Level, with preference given to candidates with Head Varsity Coaching experience.
- Knowledge of baseball skills, development, and game strategies.
- Organizational skills related to baseball.
- Skill in planning progressive conditioning and developmental baseball program.
- Ability to initiate and maintain communication with parents.
- Commitment to year-round personal knowledge enhancement as a means for continuous program development.
- Ability to work cooperatively with other staff.

Recommendation

Once Madison Prep serves 9th grade students and considers joining the WIAA, several factors will have to be considered in developing their interscholastic athletics program. If Madison Prep is approved, we recommend that Madison Prep begin high school athletics planning during the 2014-2015 with the MMSD. Madison Prep staff may appoint a staff member to work with the MMSD Coordinators of Athletics and Athletics Directors. Considerations such as participation numbers, cost of new/used equipment and the use of acceptable facilities will all have to be addressed. A review of WIAA procedures for new member schools including a meeting with the appropriate WIAA administrator should also be included in the process. Included in the discussion regarding a new startup member school should be the possibility of Madison Prep student-athletes participating with other MMSD high schools.

There may be other options for staffing these coaching positions to be more cost effective.

18. MPA Office Manager Position

The Office Manager will play a central role in ensuring an orderly school. In addition to maintaining the school's administrative systems and routines, the Office Manager will function as the primary contact person for all of the school's constituents. Specifically, s/he will be responsible for overseeing the day-to-day administrative activities of the school, managing the collection and maintenance of student, personnel, and school information; managing school-wide daily systems (student attendance, discipline, etc.), helping to plan and manage the logistics and preparations for school events and activities as needed; helping to organize board and staff meetings, retreats, and annual evaluations; greeting and documenting all visitors; coordinating on-site components of school financial systems such as purchase orders, payroll records, grant reports and financial forms; managing school maintenance and supply systems; maintaining office equipment and furnishings; maintaining the schools calendar of events; and

helping to manage the National School Breakfast Program, National School Lunch Program, and snacks and processing student and faculty applications. They will also be responsible for supervising the administrative support team. The office manager will report to the Business Manager and will be a member of the school's *Emergency Response Team*.

MMSD Comparable Position – Administrative Clerk Senior – High School – 12-month

General responsibilities

Under supervision of the Principal, is responsible for the overall management of secretarial and clerical tasks of the main office.

Essential functions

- Serve as confidential clerical support to the building Principal.
- Maintain a welcoming and professional main office atmosphere for staff, students and parents.
- Maintain and generate school checks, financial account records and bank deposits per District money handling procedures.
- Ability to seek resources requested and complete task of ordering a large variety of school purchasing needs through the District and external suppliers using the District purchasing system.
- Report payroll information for administrators, teachers, educational assistants, substitute teachers, and clerical employees assigned to the building, using both Kronos and Lawson systems.
- Responsible for the accurate accounting of all school funds to include all receipts and disbursements, formula, and extra-curricular budgets.
- Word process reports, memos, newsletter and correspondence.
- Ability to file, sort and distribute mail.
- Manage and facilitate substitute requests for all staff and the subs when they arrive at school daily.
- Other related duties as assigned.

Required knowledge, skills and abilities

- Ability to deal with sensitive student, family, and staff issues in a confidential and professional manner.
- Advanced working knowledge of District databases including but not limited to Lawson, Kronos and SubFinder.
- Ability to use Google Docs and other Google applications.
- Advanced knowledge of best practice in accounting, bookkeeping and financial reporting.
- Advanced knowledge of and proficiency with Infinite Campus, Microsoft Word, Office Publisher, Excel and Gmail.
- Experience working in a school setting and demonstrated cultural competency in working with a diverse family and/or demonstrated desire to develop in this area.
- Ability to perform a variety of duties and set priorities.
- Ability to manage time effectively, work independently, problem solve and multi-task.
- Demonstrated skill in positive and professional communication with the ability to maintain confidentiality and composure during stressful situations.
- Experience working cross-culturally and/or commitment to work toward one's own cultural competence, i.e., valuing difference/diversity, recognizing personal limitations in one's skills and expertise, and having the desire to learn in these areas.

Recommendation:

There is no recommendation as Madison Prep has not budgeted for this position.

19. MPA Administrative Assistant Position

The Administrative Assistant will support the office and administrative functions of the school. These responsibilities include answering phones and taking messages; collecting and maintaining records for all incoming students; collecting and maintaining student attendance and achievement records; collecting and recording data for the school breakfast and lunch program; greeting and documenting all visitors; assisting with special events and activities, and ensuring the appropriate and timely distribution of incoming and outgoing correspondence and communications (e.g. school newsletters, calendars, notices, etc.). The administrative assistant will report to the Office Manager.

MMSD Comparable Position – Administrative Clerk – 10-MonthGeneral responsibilities

Under supervision of an administrator is responsible for general clerical tasks.

Examples of duties

- Responsible for daily attendance.
- Registration and withdrawing students.
- Student membership count and student verification (on-going).
- Assist with the creation of master schedule and individual student schedules.
- Assist AP with quarterly grad reporting process (progress reports, verification lists, etc.).
- Types daily announcements.
- Ability to create suspension letters and reports.
- Maintain student points system.
- Issue building permits.
- Answer multi-line phone system.
- Receptionist duties including greeting visitors and answering questions.
- Types memos, reports, forms, and correspondence.
- Assist in maintenance of records, including filing.
- Related duties as assigned.

Required knowledge, skills and abilities

- Strong customer service with the ability to communicate effectively with students, staff and the community, orally and in writing.
- Ability to deal with sensitive student, family and personnel issues in a confidential and professional manner.
- Ability to maintain accurate records.
- Ability to proficiently use a personal computer.
- Experience/ability to implement an elaborate attendance system using IC.
- Skills/experience to address a wide variety of conflicts while managing multiple tasks.
- Skills/experience working with middle school age students, especially students with challenging behaviors.
- Experience/skills addressing volatile issues involving students, staff, parents, and community agencies, including the police.
- Ability to work as a collaborative team member.
- Effective skills using IC to create ad hoc reports.

- Experience working cross-culturally and/or commitment to work toward one's own cultural competence, ie. valuing difference/diversity, recognizing personal limitations in one's skills and expertise, and having the desire to learn in these areas.

Recommendation

Due to the omission of the Office Manager position in the budget, this position is budgeted as a 12-month Administrative Clerk position.

20. MPA School Security Officer Position

The School Security Officer will be responsible for promoting and sustaining the safety of students and employees within the school. The Position will also assist administrative staff with enforcing policies and procedures for safe and orderly school. Specific duties include controlling undesirable actions; monitoring external school areas, the cafeteria, hallways, restrooms, and other assigned areas of the school building during class hours; patrolling parking lots to detect unauthorized persons or vehicles and to identify suspicious activity; assist administrators and staff during a crisis or an emergency; prevent and control disruptive situations on school premises; investigate law and policy violations in the school; work cooperatively with school administrators and law enforcement officials in handling serious situations; assist with fire drills and other emergency evacuation planning; and maintain security records, logs and reports. The School Security Officer will report to the Business Manager and serve as a member of the school's *Emergency Response Team*.

MMSD Comparable Position - School Security Assistant

General responsibilities

School Security Assistants (SSA's) are assigned to Madison middle and high schools and work in support of the school principal to provide a safe environment for students and staff. SSA's receive extensive training in Conflict Resolution Skills, Response to Emergency Situations, First Aid/CPR and on legal matters as they pertain to the enforcement of the Student Code of Conduct. School Security Assistants work closely with members of the Madison Police Department and other agencies and emergency responders.

Examples of duties

- Assists in the maintenance of order, including the utilization of crisis intervention techniques to control situations.
- Assists in conducting investigations and cooperates with law enforcement personnel when necessary.
- Reports and documents incidents as directed by school Principals and the Security Coordinator in and around the school building and grounds.
- Renders First Aid as needed.
- Intervenes in altercations between students, staff or the public, as needed, to maintain safety and security.
- Participates in emergencies such as fire, evacuation, lockdown and tornado drills.
- Testifies at hearings, as needed.
- Provides guidance to students regarding support services that are available.

- Establishes and maintains contact records, documentation of observations and a daily log of activities.
- Provides supervision at school sponsored bus trips, athletic events, as needed.
- Assists in controlling and identifying loiterers, trespassers and other unauthorized people.
- Produces reports regarding school incidents as directed.
- Assists in the enforcement of the MMSD Conduct and Discipline Code and other school regulations.
- Coordinates efforts with the Madison Police Department Officers, Educational Resource Officers and Detective Liaison and those assigned to perform hallway supervision.
- Compiles and summarizes monthly and year to date reports.
- Patrols parking lots, school grounds, hallways, stairwells, doorways, rooms, storage areas and offsite locations as directed.
- Becomes knowledgeable on the proper functioning of all security equipment and assists the Principals and the Security Coordinator as directed with the use of the equipment.
- Performs other duties as assigned related to a safe school environment.

Recommendation

If Madison Prep is approved, the School Security Assistant will collaborate with the MMSD Director of Safety and Security. The School Security Assistant will participate in all MMSD training and ongoing professional development.

21. Custodial and Food Service Staff

Custodians and Food Service staff will be MMSD staff.

Staffing positions within the budget that are missing explanation in the Madison Prep Business Plan:

- 22. Director of Learning Support**
- 23. Psychologist**
- 24. Social Worker**
- 25. IT Position**
- 26. Registration – Volunteer Coordinator**

Page # 69: MPA Staffing Allocation

The following positions reflect Madison Prep's staffing during its first year of operation (2012-13).

Executive

- President 1.0 FTE (paid with private funds; services donated by Urban League in years 1-2)
- Director of Family & Community Partnerships, 1.0 FTE

Instructional

- Principals, 2.0 FTE

- Director of Teaching & Learning, 1.0 FTE
- Department Chairs/Teachers, 2.0 FTE
- General Education Teachers, 6.0 FTE
- ESL Teacher, 1.0 FTE
- Counselor, 1.0 FTE
- Skills Mastery Coordinator, 1.0 FTE
- Special Education Coordinator, 1.0 FTE
- Special Education Teacher, 1.0 FTE
- Social Worker, 1.0 FTE
- Director of Athletics & Activities, 1.0 FTE
- Fitness Coaches, 2.0 Auxiliary LTE, \$3,000/each
- Nurse, 0.5 FTE
- School Psychologist, 0.25 Auxiliary LTE

Business

- Business Manager, 1.0 FTE
- Office Manager, 1.0 FTE
- Security, 1.0 FTE
- Administrative Assistant, 1.0 FTE
- IT & Communications Manager, 1.0 FTE
- Custodial Staff, 1.0 FTE

Page # 69: Staffing Allocation- MMSD Summary Response

Recommendation:

MMSD recommends adopting the following summary of the previous section:

<i>Madison Prep Plan</i>	<i>Madison Prep FTE</i>	<i>MMSD Recommendation</i>
President 1.0 FTE (Paid for with private funds; services donated by Urban League in years 1-2)	N/A	Although this position is listed outside of the scope of the budget, it is also only listed for two years. MMSD is concerned about the responsibilities listed in the narrative if this position is not maintained after two years. If Madison Prep is approved, the duties of this position in year three and beyond need to be clarified.
Business Manager	1.0 FTE	There may be other options for staffing the Business Manager position to be more cost effective.
Grant and Fund Developer	1.0 FTE	There may be other options for staffing the Grants and Development Manager position to be more cost effective.
Middle School Principals	1.0 FTE	There may be other options for staffing the Principal position to be more cost effective.
High School Principals	2.0 FTE	No recommendation. This position is not implemented until year four.
Director of Teaching and Learning	1.0 FTE	There may be other options for staffing the Director of Teaching and Learning position to be more cost effective.

<i>Madison Prep Plan</i>	<i>Madison Prep FTE</i>	<i>MMSD Recommendation</i>
Dean of Students (Consistent with MMSD)	1.0 FTE	The Dean position will not be present until the 2014-2015 school year. At that time it is the recommendation of MMSD that the Madison Prep Dean of Students position will be a regular teacher contract with an added 7% of the base salary as defined by MMSD Human Resource postings.
General Education Teachers	7.0 FTE	No recommendation.
ELL Teachers	.5 FTE	No recommendation.
Department Chairs	2.0 FTE	MMSD maintains that all teachers covered under the CBA report to an administrator for the purpose of supervision and evaluation. There may be structures that serve as professional learning communities and teachers may have the opportunity to collaborate and volunteer to assume roles within the agreed contract. Any roles that teachers agree to outside of the contract must be agreed upon by all parties.
School Counselor MMSD agrees that the Madison Prep position description for school counselors is consistent with, but not exhaustive, of MMSD school counselors.	1.0 FTE	No recommendation.
Special Education Coordinator / Teachers Special Education Coordinators are administrators that lead a team of professional support teachers throughout the pre k-12 District.	2.0 FTE	Special Education Coordinator: MMSD is recommending correctly budgeting this position as a Coordinator. The current budget proposal has this position listed as a cross categorical teacher. Special Education Teacher: The second position is budgeted as a cross categorical position.
Skills Mastery Coordinator	1.0 FTE	MMSD recommends that the skills mastery position is a teacher position that may be defined and eligible for the 7% base salary increase for their duties because of after school responsibilities.
Librarian / Media Specialist	1.0 FTE	Madison Prep and MMSD position descriptions are similar in several areas.
Director of Family & Community	1.0 FTE	No recommendation.

<i>Madison Prep Plan</i>	<i>Madison Prep FTE</i>	<i>MMSD Recommendation</i>
Partnerships		
School Nurse	.5 FTE	The Madison Prep Nurse must meet the minimum requirements and have the ability to administer all of the requirements and responsibilities as set forth in the MMSD position description.
Director of Athletics and Activities	1.0 FTE	There may be other options for staffing the Director of Athletics and Activities position to be more cost effective.
Athletic Coaches & Fitness Trainers	4.0 FTE	Once Madison Prep serves 9 th grade students and considers joining the WIAA, several factors will have to be considered in developing their interscholastic athletics program. If Madison Prep is approved, we recommend that Madison Prep begin high school athletics planning during the 2014-2015 with the MMSD. Madison Prep staff may appoint a staff member to work with the MMSD Coordinators of Athletics and Athletics Directors. Considerations such as participation numbers, cost of new/used equipment and the use of acceptable facilities will all have to be addressed. A review of WIAA procedures for new member schools including a meeting with the appropriate WIAA administrator should also be included in the process. Included in the discussion regarding a new startup member school should be the possibility of Madison Prep student-athletes participating with other MMSD high schools. There may be other options for staffing these coaching positions to be more cost effective.
Office Manager	1.0 FTE	There is no recommendation as Madison Prep has not budgeted for this position.
Administrative Assistant	1.0 FTE	Due to the omission of the Office Manager position in the budget, this position is budgeted as a 12-month Administrative Clerk position.
School Security Officer	2.0 FTE	The School Security Assistant will collaborate with the MMSD Director of Safety and Security. The School Security Assistant will participate in all MMSD training and ongoing professional development.
Custodial Staff		Will be MMSD staff.
Food Service Staff		Will be MMSD staff.
Director of Learning Support	No information provided in Madison Prep Business Plan.	
Psychologist	No information provided in Madison Prep Business Plan.	

<i>Madison Prep Plan</i>	<i>Madison Prep FTE</i>	<i>MMSD Recommendation</i>
Social Worker	No information provided in Madison Prep Business Plan.	
IT Position	No information provided in Madison Prep Business Plan.	
Registration – Volunteer Coordinator	No information provided in Madison Prep Business Plan.	

Budget

Page # 80: MPA - Budget

Madison Prep’s budget is located in the appendix of this business plan. The primary writers of the budget were Kaleem Caire, President & CEO of the Urban League of Greater Madison; Tami Holmquist, Business Manager at Edgewood High School; Jim Horn, Chief Financial Officer and Laura DeRoche Perez, Director of School Development at the Urban League of Greater Madison; and David Cagigal, Interim Chair of Madison Prep’s Board of Directors and former Chief Information Technology Officer with Alliant Energy Corporation. This group made up the “Urban League Team” referenced below. Additional assistance and information was provided by Erik Kass, Assistant Superintendent for Business Services and Donna Williams, Director of Budget, Planning & Accounting with the Madison Metropolitan School District (MMSD).

Anticipated Revenue Sources

The Urban League of Greater Madison and the Board of Directors of Madison Prep expect revenue to come from six primary sources listed below, particularly during the school’s first five years of operation:

- Madison Metropolitan School District Per Pupil Charter Payments
- Wisconsin Dept. of Public Instruction Charter School Planning and Implementation Grants (Title VB)
- Federal Entitlements (Title IIA, Title III)
- Other Government Funding/Grants (National School Lunch and Breakfast Programs)
- Private Grants and Donations (Individuals, Corporations, Foundations, Special Events)
- Activity Fees (Uniforms, Field Trips, Meals, Parent Association Fundraising)

Note: MMSD only spends its Title I funding in the elementary grades, which is why it is not reflected above.

Page #80: Budget - MMSD Response

The entirety of the analysis and narrative will focus solely on the proposed staffing budget (Appendix B), and doesn’t intend to make judgment or formulate an opinion on other areas of the budget unless believed to be factually incorrect. This analysis only intends to take proposed positions and show how the district would budget for these proposed positions within our existing Collective Bargaining Agreements (CBA). With the basic understanding that this analysis focused only on staffing and that it intends to compare a proposed budget to what it would actually cost MMSD to run this proposed charter school under the current parameters of our union contracts, the following will be more understandable.

This analysis attempts to utilize the format within the proposal to breakdown by position the specific cost differential between the proposal and what each position is projected to cost if all positions are MMSD employees as an instrumentality charter school. The major difficulty with this methodology is the way the benefit structure is being proposed within the Madison Prep budget proposal. For the purposes of the position analysis, the assumptions are the same as the assumptions within the five-year budget model and specific salary averages are the same as within our annual district budget. The following are intended to show percentage increase over the prior year with the exception of WRS:

Benefit Increases

	2012-13	2013-14	2014-15	2015-16	2016-17
Salary	.5%	2.0%	2.0%	2.0%	2.0%
WRS	5.9%	6.0%	6.1%	6.1%	6.1%
FICA	0%	0%	0%	0%	0%
Life Ins.	1.5%	1.5%	1.5%	1.5%	1.5%
Health Ins.	7.14%	7.14%	7.14%	7.14%	7.14%
Dental Ins.	4.0%	4.0%	4.0%	4.0%	4.0%
LTD	1.5%	1.5%	1.5%	1.5%	1.5%

Summary Analysis:

The attached analysis (Appendix C) brings forward a summary of the proposed Charter School budget by Madison Prep versus what an instrumentality Charter School would cost with MMSD employees. This summary breaks down this analysis into Salary, Benefits, and Salary and Benefits to allow you to see the cost difference by employee group proposed within each of those areas.

On the lower right corner of this document, you are able to see the breakdown of funding requested by Madison Prep with their proposed budget, what the added costs identified within the analysis will cost per pupil, to arrive at a total necessary commitment by MMSD to operate this school. Those amounts are:

	2012-13	2013-14	2014-15	2015-16	2016-17
Projected Per Pupil Commitment	\$17,093	\$15,254	\$15,849	\$15,430	\$15,133

The following chart shows the amount per pupil that is projected to transfer from our existing schools to fund Madison Preparatory Academy each year. This analysis is predicated on the guarantee that the charter contract will state that 70% of kids will come from Sennett, Wright, Jefferson, Toki, and Cherokee Middle Schools each year.

	2012-13	2013-14	2014-15	2015-16	2016-17
Transfer Per Pupil	\$8,796.25	\$7,776.75	\$7,460.73	\$8,713.77	\$8,334.40

When we take into consideration the amounts projected to transfer from our existing programs, there still remains a shortfall that would need to be covered in order to allow the program to be implemented. Those costs are isolated and presented in the following table:

	2012-13	2013-14	2014-15	2015-16	2016-17
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Projected Shortfall	\$995,634	\$1,794,491	\$3,019,951	\$3,223,838	\$4,079,242
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These amounts are driven by the detail contained in the pages after this summary document which will be explained in more depth in the following section of this analysis.

Detailed Budget:

The detailed budget pages are attempting to follow the same format as used by the ULGM in their budget proposal to MMSD (Appendix D). This was done purposefully to hopefully allow the reader to compare specific areas of the proposal that relate to salaries and benefits. The major difference in the separate formats, is the MMSD portion of the analysis provides the projected benefits by specific position, and totals both the salaries and benefits for each section as well. The ULGM proposal groups these benefits in their entirety and doesn't associate specific benefits with specific positions.

Each position that will be outlined is benchmarked off of an existing salary schedule within MMSD, dependent upon the contract that will cover that proposed position in the opinion of MMSD staff. Standardization is brought for benefits for all employees in the areas of WRS, FICA, Health Insurance, and Dental Insurance. The projected rate increases for these are outlined in the above "Benefit Increases" table. For the health and dental rates, and assumption is made that all employee groups will have substantially similar enough coverage beginning in the 2012-13 school year that a standard rate can be used for these two areas. The standard rate for these areas in year one is:

- Health Insurance - \$12,844.70 per year
- Dental Insurance - \$757.80 per year

Both of those rates are blended with single and family plans, and take into account projected insurance premium shares by the employee.

Administrative Positions:

- Principal – this position for the first three years of the program is benchmarked off of the MMSD administrative schedule, and the position is budgeted as an average cost for a Middle School Principal. In years 4 and 5 of this analysis, the salary is bumped up to the projected average salary for a High School Principal.
- Director of Teaching & Learning – this position is benchmarked off of the Assistant Director of Curriculum and Assessment for all five years. Positions such as this are difficult to benchmark, because we don't have building based supervisory positions such as this within any of our schools.
- Director of Learning Support – this position doesn't start until the third year of the program and is benchmarked off of an Elementary Principal position.
- Dean of Students – this position is benchmarked off of the Dean of Students positions within MMSD. That wage is the average teaching salary \$55,077 plus an additional 7% add on. This position has extended school day and extended school year pay which will be described in length under the "Teacher" section of this report.
- Director of Family & Community Partnerships – this is based off of the districts current position of the Assistant Director of Equity & Family Involvement.

Overall the administrative positions represent over \$100,000 in additional cost compared to the Madison Prep proposal.

Teachers:

For all teaching positions it is important to point out that projections around salaries and benefits assume that current provisions for these areas within the CBA will exist beyond the projected expiration of the CBA in 2013-14. This is an important point to make as we explain how each position was benchmarked and ultimately costed under the instrumentality proposal.

The teaching positions are all part of the CBA with MTI and as part of the MTI CBA covering teaching staff will qualify for added pay under section III J of the contract. The additional pay that is accounted for relates to extended school day and extended school year.

Under the current contract between MMSD and MTI for teachers, a Middle School teacher is only required to work 7.5 hours per day. The proposal for Madison Preparatory Academy calls for teachers to work 8.75 hours per day, or an additional 1.25 hours per day. Under the current contract between MMSD and MTI for teachers, a teacher is required to work 192 days. The proposal calls for teachers to work 237 days per year, or 35 more than what is called for in the CBA.

You will find two separate line items within each teaching position to account for the extended school day and extended school year.

- Department Chair – this position is benchmarked off of the average teacher salary (\$55,077) + an additional 7% above that amount. This additional pay is projected to be \$22,355 per FTE in just salary the first year.
- General Education Teacher – this is benchmarked off of the average teacher salary (\$55,077). This position also qualifies for extended day and school year pay which is projected to be \$20,893 per FTE in just salary the first year. It is important to point out that a concern has been raised due to current hiring practices, that staff looking to improve their pension upon retirement will be more apt to internal transfer to this school due to the higher wages. This could be problematic to Madison Preps mission of finding the appropriate staff, that desires an environment achieved by this proposed Charter School.
- Librarian/Media Specialist - this is benchmarked off of the average teacher salary (\$55,077). This position doesn't begin until year three of the proposal, but at that time this position is projected to qualify for extended day and school year pay.
- Counselors - this is benchmarked off of the average teacher salary (\$55,077). This position also qualifies for extended day and school year pay which is projected to be \$20,893 per FTE in just salary the first year.
- Social Worker – this position is recommended to be contracted out within the proposal. We haven't calculated the cost for hiring this position as an employee of the district, but one can assume it will be higher on average than a core teacher, and more similar to that of a department chair
- Psychologist - this position is recommended to be contracted out within the proposal. We haven't calculated the cost for hiring this position as an employee of the district, but one can assume it will be higher on average than a core teacher, and more similar to that of a department chair
- ESL Teacher - this is benchmarked off of the average teacher salary (\$55,077). This position also qualifies for extended day and school year pay which is projected to be \$20,893 per FTE in just salary the first year.

Other Education Professionals:

The positions in this area relate specifically to providing special education services to children enrolled in this school

- Skills Mastery Teacher - this position is benchmarked off of the average teacher salary (\$55,077) + an additional 7% above that amount. Specifically for a Skills Mastery Teacher, the district is projected to pay \$22,355 per FTE in just salary the first year.
- Special Education Teacher - this is benchmarked off of the average teacher salary (\$55,077). This position also qualifies for extended day and school year pay which is projected to be \$20,893 per FTE in just salary the first year.

Business/Operations:

- Business Manager – this position is benchmarked off of the average salary for the position of Assistant Director for Budget, Planning, and Accounting for MMSD. It is important to point out that the need for a Business Manager for this school can be questioned under an instrumentality as this school would have full access to central office staff to provide data, analysis, and other resources as necessary.
- Administrative Support – this position is benchmarked off of a 12 month clerical position at the high school level. This position will also qualify for overtime of one hour per day for the school year, amounting to \$9,124 in just salary. This overtime could be mitigated with further understanding the specific work schedule of this position.
- Grants and Development Manager – this is benchmarked off of the current position within MMSD for Grants development. This position doesn't begin until year 4 of the proposal, with a projected annual salary of \$66,830.
- IT & Communications Manager – This position is benchmarked off of the MMSD Micro Computer Support position which is projected to be \$57,279 year one. We believe this position could be looked to be eliminated going forward as an instrumentality proposal would provide these services from the district just like any other school.

Custodial:

- Custodian – this position is benchmarked from the annual salary for a custodian at MMSD (\$50,561). We don't believe it is necessary to budget for overtime and/or extended school year for this position because we can readily control work hours and when the shift actually occurs to maintain an 8 hour day for this position.

Other Staff:

- Nurse – This position is benchmarked from the average teacher salary (\$55,077). This position only requires a Bachelor's degree currently, which makes the average teacher salary relevant for this position. This position will qualify for extended day and school year pay projected to be \$20,893 for just salary.
- Registration/Volunteer/Attendance Coordinator – this position is benchmarked off of a 12 month high school clerical position. This position doesn't begin until year 4 of the school. We haven't assumed any overtime pay unlike the other clerical position as we believe there is more flexibility around work hours with this position compared to the regular office clerical.
- Director of Athletics & Activities – this position is benchmarked off of the average administrative salary for a district Athletic Director (\$75,233).
- Security – this position is benchmarked off of current MMSD security staff (\$28,053). We are not budgeting for added overtime which would be required for anything over 8 hours, as we assume the management of this staff time can be used to mitigate this overtime.

- Food Service – this is benchmarked off of the average food service salary within MMSD (\$24,748). There is no budget for overtime as these positions only work for a defined period of time, normally from breakfast through the lunch period. It is also likely that this position will not be needed at the school for at least the first year and possibly the second year of the program.

Overall the total cost per student when calculating the costs of the proposal as an instrumentality increase each year the required funding from MMSD with all other revenue sources staying constant. The required investment by MMSD each year will range from slightly under \$1 million in year one up to slightly more than \$4 million in the fifth year of operation.

Recommendation:

The following funding recommendations are predicated on the agreement of guaranteeing 70 percent of the students for Madison Prep will come from Sennett, Wright, Jefferson, Toki, and Cherokee Middle Schools. If this isn't agreed upon, the following projected budget tables and information will unfortunately change accordingly, and will create even steeper shortfalls than projected.

When looking at the proposed budget for Madison Prep, the recommendation focuses less on the methodology for doing the analysis, and more on what level of funding should or could be provided. Administration recommends providing funding to Madison Prep equal to the amount the district receives under the State of Wisconsin Revenue Limit Formula. The amount MMSD received per pupil in 2011-12 is \$10,538.54 per pupil. This amount is the amount per pupil we receive in funding from the State of Wisconsin, and the authority we have to levy property taxes.

Administration believes this amount of funding is fair and equitable, as it strips away all grants, donations, debt payments, and community services we spend on an annual basis. This is the baseline amount of funding provided to MMSD to fund education on a per pupil basis annually.

This amount of funding has historically increased by an amount close to the Consumer Pricing Index (CPI). For 2012-13 this increase is set statutorily at \$50 per pupil. The following table is a representation of recommended funding per pupil for Madison Prep.

	2012-13	2013-14	2014-15	2015-16	2016-17
Per Pupil Amount	\$10,588.54	\$10,788.54	\$10,988.54	\$11,188.54	\$11,388.54
\$ Increase		\$200	\$200	\$200	\$200

This recommendation would increase the per pupil transfer amount that is presented earlier in this document and will consequently decrease the shortfall for the program. The recommended funding source to provide for these additional resources is to come from the under-levy amount currently at over \$10 million for 2011-12. If this recommendation is approved, the following would show the total projected shortfall that would still need to be addressed above our current funding recommendation:

	2012-13	2013-14	2014-15	2015-16	2016-17
Projected Shortfall	\$995,634	\$1,794,491	\$3,019,951	\$3,223,838	\$4,079,242
Additional Funding	\$215,075	\$722,830	\$1,270,012	\$1,187,890	\$1,832,484

Shortfall	\$780,559	\$1,071,661	\$1,749,939	\$2,035,948	\$2,246,758
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This funding recommendation takes the original projected shortfall of \$13,113,156 for Madison Prep down to \$7,884,865. This is accomplished by recommending over \$5 million in additional funding for this program over this five-year period.

The following is the projected property tax impact for this additional funding with assumptions from the current five year forecast model:

	2012-13	2013-14	2014-15	2015-16	2016-17
Additional Levy	\$215,075	\$722,830	\$1,270,012	\$1,187,890	\$1,832,484
Tax Rate Increase	\$0.01	\$0.02	\$0.02	\$0.00	\$0.03
Average Home	\$239,239	\$244,024	\$248,904	\$253,882	\$258,960
Tax Bill Increase	\$2.34	\$5.52	\$5.95	-\$0.89	\$7.01

This chart is intended to project the increase in the property tax bill for this recommendation based upon property values increasing by 2% for each year from 2013-14 to 2016-17 and by using the best information available today. This chart shows that the additional funding recommended to come from the property tax levy will have a very low impact on the average property owner here in Madison.

EDUCATION PLAN ANALYSIS

Page # 12: MPA - Special Education- Special Education and ESL/Bilingual Analysis

E. Special Education in Madison Prep’s IB Curriculum

Madison Prep is committed to meeting the needs of all learners. This includes serving students who qualify for special education in accordance with the law. Many of Madison Prep features will create a learning environment that is beneficial to students with special needs: small classes, more time at school, frequent assessment, and so on. While the IB curriculum is often mischaracterized as a “gifted and talented” program that is not appropriate for students with special needs. Implicit in this misstatement is the assumption that students with disabilities cannot excel in a curriculum that stresses rigor. This could not be further from the truth. In fact, the IB framework is ideal for students with special needs because it ensures rigor while allowing flexibility for modifications.

It is the belief of both the IBO and MPA that the school day be entirely inclusive. MYP schools are expected to have *all* students participate in the program, to the fullest capacity of the student. In fact, the IBO has described MYP as a program for all or for none. Therefore, all MPA students will be in the Middle Years Program. Madison Prep students in the IB Diploma Programme may receive modifications to the external assessments according to a student’s IEP

and/or 504 plan. Of course, teachers in both Madison Prep’s MYP and DP will continually work to ensure that students’ IEPs and 504 plans are being fully implemented.

Because Madison Prep will not be its own local educational agency, the Madison Metropolitan School District is the agency responsible for FAPE (free appropriate public education) as it relates to the school. Madison Prep anticipates that 20% of its student body will require special education services. To accommodate this need, Madison Prep has allocated for an appropriate amount of special education staff (chart reflects staffing and student enrollment for both schools combined as their enrollment grows).

Special Education Caseloads at Madison Preparatory Academy (Boys & Girls Combined)					
	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Total Enrollment	120	240	360	480	600
Students Identified for Special Education Services	20% = 24	20% = 48	20% = 72	20%=96	20%=120
Special Education Teachers	2.0	2.50	3.75	4.0	4.0
Skills Mastery Coordinator	1.0	1.0	1.0	1.0	1.0
Director of Learning Support	0.0	0.0	2.0	2.0	2.0
CASELOAD	8	14	11	14	17

Madison Prep will hire special education teachers, including the Skills Mastery Coordinator, who have cross-categorical licensure. Any Madison Prep student who requires services beyond what a cross categorical special education teacher can provide will be served by specialized staff provided by MMSD at no additional cost to Madison Prep. For example, if a student with a hearing impairment enrolls in Madison Prep with an IEP that requires an educational (deaf and hard of hearing) interpreter, MMSD will provide that licensed educational interpreter so that the student may take full advantage of Madison Prep’s educational program.

Special education staff, principals, the Director of Teaching and Learning, and the Director of Family and Community Partnerships will review IEPs of students upon their enrollment at Madison Prep. The Principals will ensure proper implementation of the IEPs in implementation years one and two, with the Director of Learning Support taking on that duty in years three and beyond.

Madison Prep’s special education teachers will work with students in the least restrictive environment. Madison Prep does not intend to establish self-contained special education classrooms. Special education teachers will deliver services in a variety of ways, including co-teaching with the regular education teacher, one-on-one time within the regular class period, and small group instruction within the regular class period. Special education teachers and regular education teachers together will have flexibility in determining how students’ needs are met.

Page #12: Special Education and ESL/Bilingual Analysis - MMSD Response

MMSD Current Practice:

Regarding allocation, MMSD uses a formula which begins by dividing the number of students with disabilities by 12.5 at the middle school level (15.5 at high school). Then, for every 1.0 teacher, 30 hours of Special Education Assistant time is added (28 hours at the high school). Further, a student severity index is applied to determine additional supplemental SEA hours. In a typical MMSD middle school, given the same numbers (24 students), we would provide a base allocation of (2) special education teachers and (2 to 2.25) special education assistants depending on student need. Related service providers such as speech and language, occupational therapists, physical therapists, and student services personnel are allocated separately, based on student Individualized Education Programs (IEPs). It is expected that a typical MMSD middle school would have a much wider continuum of student needs relative to students with disabilities (which includes students with more significant disabilities). While it is MMSD's preference to utilize certified teachers to provide instruction, there are circumstances where special education assistants (SEA) are needed to provide personal care and other supports. The allocation procedures allow principals the flexibility to convert SEA allocation to teacher and vice versa. Since students with disabilities with Section 504 plans generally receive reasonable accommodations, provided by the general education staff and or student services, no additional allocation is provided.

Analysis:

Given the academic and character-based focus of Madison Prep, it is highly unlikely there will be any students with severe disabilities. With fewer high needs students with disabilities, the initial (and subsequent) staffing pattern of three special education teachers (two regular and one skills mastery) makes great sense and is similar to what MMSD would recommend. In terms of projected caseloads for special education teachers, beginning with 8 students and increasing to 17 seems reasonable.

Factors to Consider:

There could be the assertion that Madison Prep is potentially not willing to serve a certain population of students with more significant disabilities (level 4 of their level system). Work will need to be done to more fully explain the level system, focus of Madison Prep, and the appropriateness of certain students with disabilities as it relates to their Least Restrictive Environment (LRE).

While MMSD is supportive of the proposed staffing model which utilizes high quality teachers to deliver instruction, there could be situations where student needs exceed the ability of three special education teachers in the initial year or four teachers in years three and four. It will be important to consider contingencies with respect to providing situational and or longer-term support to high needs students. If/when there are situations where a single student or several students are the primary focus of one of the special education teachers due to their high needs, this could have a deleterious impact on the instructional design.

All staff involved in the provision of special education and related services would need to be considered "highly qualified" per state and federal law (Chapter 115, IDEA, NCLB). For example, staff would need to be fully licensed through the Wisconsin Department of Public Instruction (DPI) and providing services/instruction in areas for which they are certified. As the Local Education Agency (LEA) ultimately responsible for a free appropriate public education (FAPE), it is critical this basic standard is met. Unlicensed staff would also preclude the MMSD from claiming categorical reimbursement which adds to our financial hardship.

There are several cost related points that are important to consider. MMSD does not wish to present them as “concerns”; rather, they are merely factors to consider. First, because Madison Prep will be drawing students with disabilities from multiple schools (majority coming from 5 middle schools, potentially all), the impact is that no school is predicted to drop so much that the allocation can simply be reassigned to Madison Prep. In other words, if a school only decreases by 1 – 4 students, this has almost no impact on reducing their allocation. As a consequence, all of Madison Prep’s special education teacher allocation will be new or additional cost. MMSD does not see this changing once students are in the high school years. The three most straight forward solutions to solve this include: (1) the allocation could come from our unassigned pool, but that significantly limits our ability to meet beginning of the year/mid-year allocation adjustments due to changes in enrollment or emergency student needs; (2) the allocation could come from current middle/high schools which in turn means raising the teacher : student ratios (e.g., from 12.5 :1 to 13.5 : 1 and 15.5 :1 to 16.5 : 1 respectively); and (3) the Board of Education could authorize additional locally funded positions. If, however, the vast majority of students with disabilities came from one or two middle schools, it would most likely result in a more cost neutral situation as the staff could be surplused from one location and added to Madison Prep.

Second, because Madison Prep has a different school schedule, in all likelihood there will be additional costs relative to the provision of related services. Specifically, during the typical MMSD school year, the related services staff would be supporting students in Madison Prep as well as other school sites. However, when schools are not in session, these related services would still need to be employed to meet specific IEP service requirements of students at Madison Prep (e.g., summer). During times when MMSD schools are in session and Madison Prep is not, costs don’t decrease (unless a creative scheduling arrangement could be reached between related services staff and the District).

Regarding the statement: “if a student with a hearing impairment enrolls in Madison Prep with an IEP that requires an educational (deaf and hard of hearing) interpreter, MMSD will provide that licensed educational interpreter so that the student may take full advantage of Madison Prep’s educational program.” The MMSD has a lengthy and impressive history of having students with disabilities attend their neighborhood school. At present, there are very few circumstances where this goal cannot be met, for example, students using wheelchairs unable to enter several of our inaccessible schools. Another scenario potentially impacts students with hearing impairments. Specifically, students needing sign language interpretation attend schools in the LaFollette attendance area (Glendale, Sennett, and LaFollette). There are two basic reasons for this decision (1) it is cost prohibitive to staff interpreters at all of the home schools and (2) there are unique social and pedagogical reasons for having all students with hearing impairments in certain schools. The statement above indicates that MMSD would affirmatively provide a hearing interpreter at Madison Prep. This may not always be the case. As the Local Education Agency responsible for ensuring a free appropriate public education, the administration can and does determine the physical location where this obligation is met. Further, the LEA can determine whether or not related services are available at particular locations. In other words, Madison Prep may not be a location we offer sign language interpretation as a related service (similar to 43 other schools in the District where it’s not available).

Follow-up Question(s)

1. Relative to students with disabilities, how will decisions be made relative to appropriateness or continued attendance at Madison Prep. If student need elevates to

high levels, is there a decision making process to evaluate the need for additional resources or student returning to the student's home school? Will Madison Prep utilize the IEP process to reevaluate the student's Least Restrictive Environment in these situations?

2. Will Madison Prep utilize the MMSD Conduct and Discipline Code?
3. How will the appropriateness of students with disabilities attending Madison Prep be determined? Is this done through an IEP team, a screening/interview, or both?
4. It is noted earlier (p. 12) that the IB curriculum is conducive to modifications. Do you mean accommodations or true modifications which represent substantial differences in curriculum and expectations?

Recommendation:

Completed in previous section.

Page #13: MPA - English Language Learners (ELL)

Madison Prep expects that approximately 20% of its student body will be students who speak English as a Second Language. Madison Prep's philosophy is that students who speak a language other than English are an asset, not a deficiency or obstacle. Madison Prep will seek to continue to foster students' native languages (an important tenant of IB) while also ensuring that students become fully literate in English, which will be Madison Prep's primary language of instruction.

Incoming students whose parent(s)/guardian(s) report that the home language is one other than English will be referred to the ESL teacher for baseline assessments. If the student is determined to need ESL support, the ESL teacher will work with the student's regular education teachers to formulate an individualized learning plan that outlines specific goals, strategies, and assessments to ensure that the student makes adequate progress in his/her English language development at Madison Prep. This individualized learning plan will include how Enrichment, Intersession, and Prep Year may be utilized to help English Language Learners meet their language acquisition goals while still meeting the standards of their subject area classes. The ESL teacher will implement this process for years one and two, with the Director of Learning Support taking over oversight responsibility in years three and beyond.

A proper allocation of teachers licensed in English as a Second Language in addition to oversight from the Director of Learning Support starting in year three will ensure that English Language Learners progressing in their acquisition of English. **English as a**

Second Language Allocation at Madison Preparatory Academies

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Students Identified as ELL	15% = 18	15% = 36	15% = 54	15% = 72	15% = 90
ESL Teachers	1.0	1.0	2.0	2.0	4.0
Regular Teacher with ESL Certification	1.0	1.0	1.0	1.0	1.0
Director of Learning Support	0.0	0.0	2.0	2.0	2.0
Number of	9	18	11	15	13

**ELL students
per Licensed
ESL Teacher**

Five additional strategies will be used at Madison Prep to meet the needs of ESL students:

1. Implementation of Disciplinary Apprenticeship and Sustained Silent Reading (see above). These two approaches will ensure that all students are developing strong literacy skills and will be particularly important for English Language Learners.

2. Pull out and push in. Madison Prep believes that ESL students at all levels will benefit from interacting with native English speakers in the classroom and socially. Because of this, most ESL instruction will take place within the regular classroom. However, Madison Prep may establish courses, if deemed necessary, in addition to students' regular Language A course specifically designed to bolster ESL students' academic English.

3. Professional Development. All teachers will receive on-going professional development in best practices for ESL students. Madison Prep aims to hire at least one other teacher besides the ESL teacher who holds a license in English as a Second Language instruction and has significant, successful experiences teaching English Language Learners. Much of this professional development will be peer-to-peer with the ESL experts on staff teaching their colleagues successful classroom practices for ESL students.

4. Continued Language A Development. One of the major findings reported in *Developing Literacy in Second-Language Learners: Report of the National Literacy Panel on Language-Minority Children and Youth* (2006), was that "oral proficiency and literacy in the first language can be used to facilitate literacy development in English." This assertion is based on substantial research that continued development of the first language is critical to the development of the second language. Therefore, it is critical that students who speak English as a Second Language continue their acquisition of their first language. Without this continued development of the first language, ESL students will reach a ceiling of English language acquisition that is likely not an academic level of attainment. For native Spanish speakers, this continued level of development in Spanish will take place through leveled Language B (Spanish) sections that allow students continue to develop their Spanish acquisition from their current level. School staff will create native language development plans on a case by case basis for students whose native language is not Spanish or English.

5. Cultural Awareness and Value. Madison Prep recognizes that language and culture are intrinsically related. Madison Prep will foster an environment where students' and staff members' cultures are shared and valued. This philosophy fits well with the IBO's promotion of intercultural understanding and respect.

Page #13: ELL - MMSD Response

MMSD Current Practice:

The allocation formula that the MMSD uses for English language learners is as follows:

1. English as a Second Language (ESL) & Bilingual Resource Teacher (BRT) allocation:
Elementary and Middle Schools – 1 teacher : 35 student ratio (all English proficiency levels 1-5)
High Schools – 1 teacher: 20 student ratio (English proficiency levels 1-2)
1 teacher: 35 student ratio (English proficiency levels 3-5)

2. Bilingual Resource Specialist (BRS) allocation:

BRS allocations are determined by using a severity point formula (by language):

- English proficiency level (ELP) 1 = 4 points
 2 = 3.5 points
 3 = 3 points
 4 = 2 points
 5 = 1 point

Allocations for both ESL/BRT teacher and BRS are given out +/- .50 FTE (rounding up or down). The MMSD educates English language learners through inclusive practices that support their English language development and acquisition of academic content knowledge simultaneously. English as a Second Language (ESL), Developmental Bilingual Education (DBE), and Dual Language Immersion (DLI) programming is offered to students throughout the District. Additional information about the District's ESL, Bilingual Education, and Dual Language Immersion programs can be found at: <https://eslweb.madison.k12.wi.us/> .

Analysis:

Madison Prep's Education Plan includes estimates that approximately 20% of the student population will be English language learners (pg. 13). Page 14 of the plan includes a table that highlights 15% of the student population as English language learners, with the teacher to student ratio varying from 1 teacher: 9 students, to 1 teacher: 18 students. In addition, the Education Plan indicates the school will continue to foster students' native languages through leveled Language B (Spanish) sections for native Spanish speakers. The proposal further states that native language development plans will be created on a case-by-case basis for students whose native language is not Spanish or English.

Factors to Consider:

Students will be recruited from various MMSD middle schools to enroll in Madison Prep. It is anticipated that the distribution of students will require allocating additional FTE to Madison Prep due to the fact that ELL students will be enrolling from various MMSD middle schools, causing only a slight reduction in the number of students from any given middle school. (Allocation will need to continue to be distributed to the existing middle schools, with new allocation given to Madison Prep Academy.) This same situation was described previously (students with disabilities).

In addition, there is no mention of Bilingual Resource Specialist (BRS) allocation in the Madison Prep's Education or Business Plans. BRS play a critical role in school-home communication and serve as cultural liaison in the school building. It is unclear if the ESL teacher will be serving this role (in addition to the stated duties in the Education Plan.)

The Wisconsin Bilingual-Bicultural State Statutes (115.95 and PI 13.03) mandate that English language learners are taught by a certified bilingual teacher (required for Spanish-speaking students). (More information can found at: <http://www.dpi.state.wi.us/ell/doc/legalrsp.doc>.) Madison Prep would need to adhere to these state statutes in order for the MMSD to receive categorical state aid for the positions working with ELL students. This would require that Madison Prep employ a Bilingual Resource Teacher (BRT) rather than an English as a Second Language (ESL) teacher to be able to serve Spanish-speaking students.

The Madison Prep Education Plan states that native language development plans will be created on a case-by-case basis for students whose native language is not Spanish or English.

More information is needed on how these plans will be carried out to support native language and what resources would be necessary to implement these plans.

Follow-Up Questions:

Will the Madison Prep participate in ESL/Bilingual Programming by adhering to Wisconsin Bilingual-Bicultural State Statutes (& Title III)? This requires hiring a bilingual-certified teacher. Will a Bilingual Resource Specialist (BRS) be included as part of the school staffing plan to assist with school-home communications? If not, how will this support to students and families be provided? How will native language development (for languages other than Spanish and English) be conducted?

Recommendation:

Completed in previous section.

Page # 15: MPA - Graduation Requirements

Madison Preparatory Academy will be a college-preparatory school whose graduation requirements will mirror the typical course-taking patterns for students who are admitted to the University of Wisconsin-Madison. The following information from UW-Madison’s website will guide counselors and teachers in ensuring that all students take the appropriate classes in grades 9 through 12 that will prepare them for college application and admission. Note that because the typical high school grades (9 through 12) span both the MYP and DP, coordination will have to take place across these two programs within the school.

High School Course Patterns for Students Typically Admitted to UW-Madison

Subject Area	Number of Years
English	4+
Math*	4+
Social Studies	4+
Science	4
Single Foreign Language**	4
Additional Academic/Fine Arts	2+
Total Units	22+

Page # 15: Graduation Requirements - MMSD Response

MMSD graduation requirements:

In order to graduate at East, Memorial, or West High Schools, you must earn 22 credits and meet the following course and credit requirements:

- earn 4 credits of English.
- earn 3 credits of social studies.
- earn 2 credits of mathematics (Algebra 1 and Geometry).
- earn 2 credits in science (life **and** physical).
- earn 1.5 credits of physical education.
- earn .5 credit of health.

***La Follette High School has a graduation requirement of 26 credits as a result of their 4-Block Schedule.

Recommendation:

Madison Prep must minimally meet the graduation requirements set forth above. It is further recommended that Madison Prep students earn 22 credits if they utilize a 7-period day schedule and 26 credits if they utilize a 4-block day schedule.

CONCLUSION AND RECOMMENDATIONS

Conclusion and Recommendations

Over the past year, a very important conversation has taken place within our community about the achievement gaps we face as a District. While the Madison Metropolitan School District has been committed to closing its achievement gaps for many years and is a founding member of the Minority Student Achievement Network, the Urban League of Greater Madison should be credited for raising this dialogue to a new level within our community.

Simply put, the achievement gaps for low-income students, students of color, students with disabilities, and English Language Learners must be eliminated, and if any community is able to do so, this community can. This summary section of the administrative analysis for the Madison Preparatory Academies for Young Men and Young Women begins with a thank you to the Urban League for its persistent advocacy for our young people and for elevating the dialogue within our community. While this conversation has not been the without strain, it needed to take place, and it needs to continue.

Throughout the District's discussions with the Urban League, three prominent issues have emerged:

- the status of Madison Prep's proposal as an instrumentality or non-instrumentality of the District;
- the costs of the proposed program; and
- issues related to the single gender aspects of the Madison Prep proposal.

Instrumentality/Non-Instrumentality

The proposal submitted to the District by Madison Prep is an instrumentality proposal. By statute, as an instrumentality, all personnel must be employed by the District. As a result, involved employees become members of various collective bargaining units, subject to collective bargaining agreements.

Costs

Madison Prep submitted their budget plan to the District on October 30, 2011. Throughout the process of finalizing the plan, it has been apparent to the administration that the submitted budget did not take into account the fact that all personnel would be employees of the District, and the costs associated with this employment as required by Madison Prep's proposal as an instrumentality. As a result, staffing costs have been recalculated with the result being a higher per pupil cost, a greater gap between the dollar amount the District could transfer from its other schools, without impacting programs, and the full costs to implement the program as an instrumentality. The current gap amount over a five year period of time within the administrative analysis is over \$13 million on a break even analysis.

Gender

The administrative analysis has pointed out that there are concerns for the District should Madison Prep's schools be implemented using a gender segregated model.

Recommendations

The achievement gaps we face must be eliminated. As we work with more urgency to identify and implement multiple strategies, this District has an interest in any proposal that provides

additional, effective strategies to eliminate this unacceptable gap. Strategies like the International Baccalaureate Program, longer school days and a longer school year, mentoring support and the proposed culture of the school, as included in Madison Prep's proposal, are all strategies we are interested in. However, we are also charged with considering the impact on all of our programs as we analyze the specifics of this proposal.

Analysis in this report is based on Madison Prep's proposal as submitted. The purpose of this report is to provide analysis on that proposal without making programmatic changes, but as noted above, costs have been calculated to accurately reflect requirements as an instrumentality.

Madison Prep's plan as submitted has an outstanding gap of over \$13 million over the next 5 years. To fill that gap would require the District to make an investment of \$15,000 - \$17,000 per pupil per year. I cannot recommend that the District fund this proposal to that level. I can, however, recommend that MMSD fund Madison Prep to an amount equal to the funding we receive for every child under state revenue limits. That is a per pupil per year investment of \$10,589 (2012-13 school year) - \$11,389 (projected for 2016-17 school year).

This reflects an additional investment of over \$5 million over the break even analysis. However, it still leaves a gap of approximately \$8 million for Madison Prep's current proposal. We are willing to work with Madison Prep to identify cost savings. As an instrumentality, we may be able to offer additional efficiencies, and are willing to continue that discussion if the Board so advises.

In addition to financial considerations, the Board must also consider the legal risks associated with Madison Prep's single-gender proposal and the possibility of litigation.

If the Board votes to approve Madison Prep's proposal, the following conditions should also be met.

1. The recommendations found throughout the administrative analysis should be reviewed and discussed in development of a contract.
2. All personnel will be employed by the District in collaboration with Madison Prep.
3. All provisions related to collective bargaining agreements with MTI and AFSCME are followed.
4. The budget as outlined by the District in addition, the management fee and the amount budgeted for an annual surplus should be eliminated with the surplus replaced with the amount each of the District's middle schools is allowed to carry over, year to year (\$20,000 per middle school and \$40,000 per high school).
5. The admissions process should follow the District's enrollment timeline and acceptance into the program should be based on the lottery only. This does not prevent Madison Prep from utilizing an interview to get to know the selected students and the interview should occur after students are selected through the lottery.
6. An ongoing bridging committee should be established to address issues that will occur when the schools are implemented.
7. Relative to the proposal to have all board policies waived with the exception of those related to health and safety, we recommend conducting a detailed review of all Board policies to assess which should be waived and which should not.

We know more needs to be done as a District and a community to eliminate our achievement gaps, but we are also confident in our community's ability to do so. If the Board so advises, we

are willing to continue the discussions with Madison Prep and work to identify ways that costs of this proposal can be lowered, or to identify on our part, other things that we need to be doing as a school District and community to eliminate achievement gaps. These discussions need to continue on behalf of the children of this community.