



November 1, 2012

Appendix OOO-5-4
November 26, 2012

TO: Board of Education

FROM: Jane Belmore, Superintendent

RE: Achievement Gap Plan – Accountability Plans and Progress Indicators

I. Introduction

- A. Title or Topic: Achievement Gap Plan – Accountability Plans and Progress Indicators
- B. Presenters: Jane Belmore, Steve Hartley, Andrew Statz and Sue Abplanalp
- C. Background Information: When the Achievement Gap Plan was approved in June, BOE members approved two motions to assure that specific accountability plans and progress indicators would be provided for each program receiving funding.
- D. Action Requested: Make recommendations for any changes in the accountability plans and progress indicators in the six major approaches to transformation:
 - 1. Focusing on academic instruction and support
 - 2. Developing college and career readiness
 - 3. Expanding culturally responsive practices
 - 4. Ensuring safe and positive classrooms and school environments
 - 5. Enhancing family engagement
 - 6. Recruiting selecting, and retaining a diverse workforce

II. Summary of Current Information

- A. Synthesis of Topic: All accountability plans and progress indicators are provided for each of the six chapters within the Achievement Gap Plan.

Background on Goals: During the Student Achievement Committee meeting of October 1, several Board members discussed the issue of setting reasonable goals and the time needed to accomplish them. Most of the goals presented today are based on a five-year convergence model. Under this approach, achievement gaps are closed for every student subgroup in five years.

For example the baseline four-year graduation rate among white students is 85%. It is 61% among Hispanic students, and 54% among African American students. With a five-year convergence model, the goal is for all student subgroups to reach a 90% on-time graduation rate. It is a statement that all student subgroups should improve and all gaps should close.

The reason for this approach is twofold. First, as adopted by the Board, the Achievement Gap Plan is a five-year plan. It is important that the student achievement goals reflect the timeline in the plan itself. The timeline for goals could be pushed out to ten years or more, but it would require formal directive from the Board to adopt ten years as the district's new timeline for the Achievement Gap Plan.

Second, other models can be seen as conveying different expectations for students based on race/ethnicity or other characteristics like poverty, and that is not our intent. Taking ten years or longer to achieve stated goals may be viewed as a more reasonable time frame, but a five-year plan comes with a natural snapshot half way through that will illustrate persistent gaps and potentially convey varying expectations. Again, that is not our intent or our goal.

A note on Chapter 1, Literacy: The Accountability Plans for literacy are an example of two important concepts:

1. The district wide, instructional core in literacy must be strengthened in every school and every grade. Chapter 1, #1 speaks to a part of strengthening that core.
2. Once the core is strong fewer interventions are needed. However, some students will continue to need additional support. Chapter 1, #2 speaks to one example of an intervention that will help to prevent summer reading loss and close gaps.

The Board approval of \$1.9 million for the purchase of elementary literacy materials provides a powerful framework for bringing cohesion to the elementary literacy program. The purchase will provide a well-coordinated core literacy program that is aligned with the common core standards and meets the needs of all learners.

The first steps will bring together an Elementary Literacy Leadership team to clarify the purpose and framework for our program. The overall framework for our entire elementary literacy program is Balanced Literacy. Building upon the current MMSD core practices in 4K-12 Literacy and Focus documents, the work being done to align our instruction and assessment with common core standards will increase rigor and take our current Elementary Balanced Literacy Program to what could be seen as an Elementary Balanced Literacy Program version 2.0. The Elementary Literacy Leadership team will bring clarity to the components of the program and what is expected and what is optional.

Chapter 1, #1 and #2 are important supports for our Balanced Literacy Program.

- B. Recommendations: The BOE is asked to make recommendations for any changes in the accountability plans and progress indicators.

III. Implications

- A. Budget: The total budget for year one of the Achievement Gap Plan (AGP) is \$4,702,435.
- B. Achievement Gap Plan: The initiatives are within the AGP.
- C. Equity Plan: The AGP is aligned to the Equity Plan.
- D. Implications for the Organization: Accountability and progress will be evaluated yearly to determine if any changes need to be implemented in the programs.

IV. Supporting Documentation

- A. Accountability Plans and Progress Indicators for the following sections. In some cases, data in an Achievement Gap Plan measure has been redacted. This is done in cases where there is a small number of students identified -- either by count or percentage. This is done to ensure students' privacy and ensure confidentiality.

Chapter One: Focusing on Academic Instruction and Support

- a. #1 - Literacy: Ensure All K-12 Students are Reading at Grade Level
- b. #2 - Literacy: District-Wide Focus on Third-Grade Students
- c. #3 - Extend the School Day
- d. #4 - Literacy and Math: Expand Summer Learning Opportunities
- e. #5 - Develop an Early Warning System
- f. #7 - Develop a System of Shared Accountability

Chapter Two: Developing College and Career Readiness

- g. #8 - Prepare All for Life After High School - Career Academies
- h. #9 - Implement ACT College Entrance Test and ACT Test Preparation
- i. #10 - Expand Advancement via Individual Determination (AVID)
- j. BOE Amendment: Drop-Out Recovery Program in Conjunction with OFS

Chapter Three: Expanding Culturally Responsive Practices

- k. #11 - Implement Comprehensive Diversity Training for All Staff Including Promising Practices Cohorts
- l. #12 - Create Cultural Practices that are Relevant (CRP) Model School
- m. #13 - Integrate Cultural Relevance into District-Wide Professional Development

Chapter Four: Ensuring Safe and Positive Classroom and School Environments

- n. #14 - Support the Social, Emotional, and Behavioral Development of All Students
- o. #15 - New Initiative: Increase Options for Restorative Practices in the MMSD Student Conduct and Discipline Plan

Chapter Five: Enhancing Family Engagement

- p. #16 - Implement a Comprehensive Family Engagement Program and Provide Parent Liaisons

Chapter Six: Recruiting, Selecting, and Retaining a Diverse Workforce

- q. #17 - Implement the Hiring for Diversity Plan



Accountability Plan for Achievement Gap Programs and Positions

Program or Position:

Chapter 1, #1 – Literacy: Ensure All K-12 Students are Reading at Grade Level

Implementation Timeline: September 2012 – June 2013

MMSD will increase the district-wide implementation of research-based literacy pedagogy, instruction and a common curriculum in 2012-13. All 32 elementary schools will implement Balanced Literacy with fidelity. Curricular materials to support balanced literacy include Mondo Bookshop. Twelve schools will implement Mondo Bookshop in grades K-3 during the 2012-13 academic year. Seven schools are implementing Balanced Literacy strategies through increased fidelity of the Comprehensive Literacy Model (CLM). All middle schools are implementing a core 6th grade reading class in addition to instruction in English/Language Arts in 2012-13. Secondary schools are aligning English/Language Arts to the Common Core with initial use of the Curriculum Companion tool. All secondary schools are focusing on increasing the fidelity of disciplinary literacy in all content areas. All schools are providing evidence-based interventions to students below proficiency through the Response to Instruction (RtI) model.

Communication to Stakeholders:

Regular communication will be established and maintained with school principals, elementary Instructional Resource Teachers (IRT), middle school Learning Coordinators (LC), high school Literacy Coaches, interventionists, instructional staff and central office coaches and SST Literacy Teacher Leaders. Communication vehicles include g-mail, Assistant Superintendent weekly updates and professional development sessions. MMSD central office coaches and teacher leaders provide direct and ongoing communication with principals, IRTs and classroom teachers. Updates and agendas are developed based on staff needs. Quantitative and qualitative data and feedback will be gathered from principals, IRTs and lead teachers to inform ongoing work and support.

Stakeholder Input:

Principals and instructional leaders in pilot schools are participating in training sessions with coaches and central office staff. Mondo training includes a series of 4 multi-day sessions consisting of site visits and specific coaching for classroom teachers. CLM principals and instructional leaders also participate in leadership training and input sessions during the year as well as site visits and specific coaching for classroom teachers. Input from these sessions guide future sessions and help target coaching sessions for classroom teachers. Input from IRTs, LCs and Literacy Coaches and interventionists will be collected through both formal and informal measures including follow up surveys after professional development and end of session input.

Expectations of Stakeholders:

Instructional staff and building leaders will expect regular communication and guiding documents using the vehicles described above. Ongoing and regular professional development sessions, school visits and specific coaching will be provided by school based leaders and central office staff. Staff will receive curricular materials, assessment tools, and clear expectations from central office staff. School Support Team Literacy staff and building leadership will provide on-going building-based and classroom support for improving literacy instruction and intervention.

Description of Program and Anticipated Results:

MMSD's implementation of a research-based literacy pedagogy centers on Balanced Literacy K-6. The Mondo Bookshop program is a comprehensive literacy program providing teachers with a sequence of instruction within a Balanced Literacy framework. These materials and the related professional development provide the foundation of essential elements for developing proficient readers and writers. Lesson plans, specific student practice materials and assessment tools are key components of this program. Comprehensive Literacy Model provides specific instructional strategies to deepen and strengthen Balanced Literacy K-5. 6th grade Core Reading is targeted to ensure all 6th grade students have equitable learning opportunities in reading during the critical transition to middle school from reading classes to reading in each of the content areas (i.e. disciplinary literacy). Disciplinary literacy at the secondary level is targeted to improve student comprehension within each content area by providing specific reading, writing and comprehension strategies unique to each content area. Interventions are being provided to students below proficiency using evidence-based reading interventions with the goal of accelerating learning to reach or exceed grade level expectations.

Training:

Professional development opportunities are being offered to support all targeted areas of literacy during 2012-13.

Summer institutes were provided for Balanced Literacy, including Mondo and Comprehensive Literacy Model sessions. There will be academic year training opportunities for school based IRTs, principals and teacher leaders from each grade level to support Balanced Literacy. Mondo and CLM professional developers will also make site visits throughout the year. District literacy coaches and/or SST Literacy Teacher Leaders will visit, support and monitor all schools on an ongoing and continuous basis. 6th Grade Core Reading professional development continues from 2011-12 through 2012-13 to ensure 6th grade teachers have regular learning opportunities around the workshop model, Common Core, assessment and differentiation strategies. Secondary disciplinary literacy support is provided through regular middle school Learning Coordinator professional development sessions. Coordination of high school disciplinary literacy professional development will be strengthened with the future hire of a high school SST Literacy Teacher Leader.

Interventionists participate in regular training sessions throughout the year. An initial 2-day session for elementary interventionists was held in September and is followed up with monthly sessions. Secondary interventionists attended training in August in addition to fall professional development opportunities and site visit support.

Internal Point People:

Lisa Wachtel, Executive Director of Curriculum & Assessment
Lisa Kvistad, Director of Literacy & Title I

Qualitative Review and Challenges:

11/1/12

Gap Plan Progress Indicators

Ch 1, #1 - Literacy: Ensure all K-12 Students are Reading at Grade Level

Presented to Student Achievement Committee

November 5th, 2012

Ref#	Indicator Name	Subgroup	Yearly Progress					Goals	Baseline		Actuals				
			2012-13	2013-14	2014-15	2015-16	2016-17	n	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	
1a	WKCE 3 Reading	All students	44%	55%	67%	78%	90%	1829	32.5%						
		White	58%	66%	74%	82%	90%	822	49.9%						
		African American	23%	40%	57%	73%	90%	353	6.8%						
		Hispanic	31%	45%	60%	75%	90%	362	15.7%						
		Asian	50%	60%	70%	80%	90%	165	39.4%						
		Multi-racial	42%	54%	66%	78%	90%	119	30.3%						
		Low income	27%	43%	58%	74%	90%	928	11.2%						
		ELL	26%	42%	58%	74%	90%	387	9.8%						
		Special Education	27%	43%	59%	74%	90%	210	11.4%						
1b	WKCE 8 Reading	All students	45%	56%	67%	79%	90%	1593	33.1%						
		White	60%	68%	75%	83%	90%	689	53.0%						
		African American	27%	43%	59%	74%	90%	380	11.8%						
		Hispanic	31%	46%	60%	75%	90%	251	15.9%						
		Asian	43%	55%	67%	78%	90%	144	31.3%						
		Multi-racial	39%	52%	65%	77%	90%	117	26.5%						
		Low income	28%	44%	59%	75%	90%	831	12.9%						
		ELL	19%	37%	55%	72%	90%	214	1.4%						
		Special Education	25%	41%	57%	74%	90%	264	8.7%						
1c	PALS	All students	TBD	TBD	TBD	TBD	TBD	TBD	TBD						
		White	TBD	TBD	TBD	TBD	TBD	TBD	TBD						
		African American	TBD	TBD	TBD	TBD	TBD	TBD	TBD						
		Hispanic	TBD	TBD	TBD	TBD	TBD	TBD	TBD						
		Asian	TBD	TBD	TBD	TBD	TBD	TBD	TBD						
		Multi-racial	TBD	TBD	TBD	TBD	TBD	TBD	TBD						
		Low income	TBD	TBD	TBD	TBD	TBD	TBD	TBD						
		ELL	TBD	TBD	TBD	TBD	TBD	TBD	TBD						
		Special Education	TBD	TBD	TBD	TBD	TBD	TBD	TBD						
1d	AIMSweb	All students	TBD	TBD	TBD	TBD	TBD	TBD	TBD						
		White	TBD	TBD	TBD	TBD	TBD	TBD	TBD						
		African American	TBD	TBD	TBD	TBD	TBD	TBD	TBD						
		Hispanic	TBD	TBD	TBD	TBD	TBD	TBD	TBD						
		Asian	TBD	TBD	TBD	TBD	TBD	TBD	TBD						
		Multi-racial	TBD	TBD	TBD	TBD	TBD	TBD	TBD						
		Low income	TBD	TBD	TBD	TBD	TBD	TBD	TBD						
		ELL	TBD	TBD	TBD	TBD	TBD	TBD	TBD						
		Special Education	TBD	TBD	TBD	TBD	TBD	TBD	TBD						
2	Increase in on-time graduation rate	All students	78%	81%	84%	87%	90%	n/a	75.5%						
		White	86%	87%	88%	89%	90%	n/a	85.4%						
		African American	61%	68%	75%	83%	90%	n/a	53.5%						
		Hispanic	67%	73%	78%	84%	90%	n/a	61.0%						
		Asian	86%	87%	88%	89%	90%	n/a	84.8%						
		Multi-racial	83%	85%	86%	88%	90%	n/a	81.0%						

Ref#	Indicator Name	Subgroup	Yearly Progress					Goals	Baseline		Actuals				
			2012-13	2013-14	2014-15	2015-16	2016-17	n	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	
		Low income	63%	70%	76%	83%	90%	n/a	55.9%						
		ELL	61%	68%	75%	83%	90%	n/a	53.2%						
		Special Education	54%	63%	72%	81%	90%	n/a	45.6%						
3	Average ACT score (composite)	All students	TBD	TBD	TBD	TBD	TBD	n/a	n/a						
		White	TBD	TBD	TBD	TBD	TBD	n/a	n/a						
		African American	TBD	TBD	TBD	TBD	TBD	n/a	n/a						
		Hispanic	TBD	TBD	TBD	TBD	TBD	n/a	n/a						
		Asian	TBD	TBD	TBD	TBD	TBD	n/a	n/a						
		Multi-racial	TBD	TBD	TBD	TBD	TBD	n/a	n/a						
		Low income	TBD	TBD	TBD	TBD	TBD	n/a	n/a						
		ELL	TBD	TBD	TBD	TBD	TBD	n/a	n/a						
		Special Education	TBD	TBD	TBD	TBD	TBD	n/a	n/a						

Note: Due to small numbers, results for Native American and Pacific Island students are omitted.

Description/discussion: K-2 student growth will be regularly monitored as measured by approved district progress-monitoring tools.

Data source:

1. WKCE scores reflect % proficient or advanced based on NAEP-aligned standards which take effect during the 2012-13 school year. Data comes from SQL Query of WKCE Reading scores and students included are those enrolled on the third Friday in September. No baseline data exists for PALS or AIMSweb because these tests will be administered for the first time during the 2012-13 school year. Baseline data and goals will be established after the first administration is complete, likely in May of 2013.
2. Increase in on-time graduation rate -- WINSS four-year cohort completion rate calculation including HSED; all years refer to prior year's graduation rates (e.g. 2011-12 baseline refers to 2010-11 graduation rate); the 2016-17 goal of 90% is inspired by the NCLB goal and reflects a growth for all student subgroups from the baseline; annual incremental growth targets are equal intervals of growth from each subgroup's baseline to 90%
3. Average ACT score (composite) -- Note: The Achievement Gap Plan calls for a performance measure of "Percent of students scoring in the 90th national percentile using ACT composite score" but average composite scores or annual growth speaks more directly to achievement gaps among students in lower and average proficiency ranges. Baseline data and goals will be recalibrated after the first census administration of the ACT, which will occur during the 2012-13 school year. Because the ACT was optional in 2011-12, using these scores as a baseline for meeting content area benchmarks is inappropriate. However, for reference, we have included 2011-12 scores below.

Notes:

Underachieving students will be monitored more frequently in an attempt to intervene more quickly to get them on track and narrow the achievement gaps. (Rtl model will be used.)

Average ACT score 2011-12 (composite)		
	All students	23.2
	White	24.7
	African American	18.1
	Hispanic	20.5
	Asian	23.8
	Multi-racial	24.1
	Low income	19.3
	ELL	15.3
	Special Education	19.3

2011-12 PLAA TRU		
	n	%
Hispanic/Latino	260	73%
White	64	18%
African American	78	22%
Hispanic	76	21%
Asian	21	6%
Multiracial	21	6%
Low Income	166	46%
ELL	96	27%
Special Education	96	27%
Grade 1	359	100%
White	77	21%
African American	63	18%
Hispanic	78	22%
Asian	20	6%
Multiracial	21	6%
Low Income	188	52%
ELL	96	27%
Special Education	27	8%

Gap Plan Progress Indicators

Ch 1, #1b - Literacy: Ensure All K-12 Students are Reading at Grade Level (Mondo).

2012-13 schools: Allis, Elvehjem, Falk, Franklin, Glendale, Gompers, Huegel, Lindbergh, Lowell, Mendota, Sandburg, Thoreau

Ref#	Indicator Name	Subgroup	Yearly Progress					Goals		Baseline		Actuals					
			2012-13	2013-14	2014-15	2015-16	2016-17	2011-12*	2012-13	2013-14	2014-15	2015-16	2016-17				
								3rd Friday Count	% Prof/Adv Spring	n	%	n	%	n	%	n	%
1	K-2 student growth will be regularly monitored as measured by approved district progress-monitoring tools. (AIMSweb)	Kindergarten	TBD	TBD	TBD	TBD	TBD	TBD	TBD	837							
		White	TBD	TBD	TBD	TBD	TBD	TBD	TBD	391							
		African American	TBD	TBD	TBD	TBD	TBD	TBD	TBD	152							
		Hispanic	TBD	TBD	TBD	TBD	TBD	TBD	TBD	145							
		Asian	TBD	TBD	TBD	TBD	TBD	TBD	TBD	48							
		Multi-racial	TBD	TBD	TBD	TBD	TBD	TBD	TBD	97							
		Low income	TBD	TBD	TBD	TBD	TBD	TBD	TBD	438							
		ELL	TBD	TBD	TBD	TBD	TBD	TBD	TBD	194							
		Special Education	TBD	TBD	TBD	TBD	TBD	TBD	TBD	61							
		Grade 1	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	794						
		White	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	332						
		African American	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	173						
		Hispanic	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	161						
		Asian	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	51						
		Multi-racial	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	73						
		Low income	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	460						
		ELL	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	184						
		Special Education	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	77						
		Grade 2	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	820						
		White	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	340						
		African American	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	163						
		Hispanic	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	166						
		Asian	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	50						
		Multi-racial	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	98						
		Low income	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	447						
		ELL	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	184						
Special Education	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	80								
2	WKCE 3 Reading	All students	38%	51%	64%	72%	90%	574	25%								
		White	52%	62%	71%	81%	90%	235	43%								
		African American	22%	39%	56%	73%	90%	143	5%								
		Hispanic	29%	44%	59%	76%	90%	124	14%								
		Asian	42%	54%	66%	78%	90%	33	30%								
		Multi-racial	33%	47%	61%	76%	90%	38	18%								
		Low income	26%	42%	58%	74%	90%	345	10%								
		ELL	23%	35%	56%	78%	90%	122	6%								
		Special Education	23%	40%	57%	73%	90%	76	7%								

Note: Due to small numbers, results for Native American and Pacific Island students are omitted.

Description/discussion: Previously, K-2 students were assessed on their Text Reading Level (TRL) using the Primary Language Arts Assessment (PLAA). The PLAA will be discontinued by 2013-14 so using PLAA data to set baselines and goals is inappropriate. Instead, we will use AIMSweb scores once they become available in 2012-13 to establish baselines and goals, likely in May of 2013. We have provided PLAA TRL data for Mondo pilot schools below to provide context.

Data source: 2. WKCE scores reflect % proficient or advanced based on NAEP-aligned standards which take effect during the 2012-13 school year. Data comes from SQL Query of WKCE Reading scores and students included are those enrolled on the third Friday in September. Student counts for WKCE reflect not Third Friday counts overall, but the number of students enrolled on the third Friday in September who eventually took the WKCE.

Notes: Mondo schools will assess students using the Mondo Oral Language Assessment, Mondo Text Reading Level Assessments, Mondo Word List and Mondo Phonics Assessment. Underachieving students will be monitored more frequently in an attempt to intervene more quickly to get them on track and narrow the achievement gaps. (RTI model will be used.)

2011-12 PLAA TR		
3rd Friday Count		
	3rd Friday Count	Prof./Adv. Spring
Underrepresented	174	51%
White	59	92%
African American	55	65%
Hispanic	1	83%
Asian	1	83%
Multi-racial	20	86%
Low Income	89	71%
ELL	1	83%
Special Education	17	56%
Overrepresented	191	81%
White	82	93%
African American	51	64%
Hispanic	1	83%
Asian	1	83%
Multi-racial	21	74%
Low Income	118	73%
ELL	1	83%
Special Education	23	48%

Accountability Plan for Achievement Gap Programs and Positions

Program or Position:

Chapter 1, #2: Literacy District Wide Focus on Third Grade Students

Implementation Timeline:

2012 Spring

- School staff identify third grade students below proficiency in reading.
- Reading interventionists provide tutoring for identified third grade students.
- United Way's Schools of Hope and AmeriCorps volunteers provide one-to-one tutoring for identified third grade students.
- School staff identify third grade students below proficiency in reading for summer school support.

2012 Summer

- United Way's Schools of Hope and AmeriCorps volunteers provided one-to-one tutoring for identified third grade students during summer school.
- Summer institutes were provided for Balanced Literacy, including Mondo and Comprehensive Literacy Model sessions.

2012 – 2013 Academic Year

- School staff identify third and fourth grade students below proficiency in reading.
- Reading interventionists provide tutoring for identified fourth-grade students.
- United Way's Schools of Hope and AmeriCorps volunteers provide one-to-one tutoring for identified fourth grade students.

Communication to Stakeholders:

Principals were informed in an August meeting of the expectations for early tutoring, summer results and a list of students who currently have tutors and those students needing tutors based on Spring data results.

Stakeholder Input:

Staff from the school district will meet with principals and United Way of Dane County members for updates on implementation and suggestions for improvement of the project.

Expectations of Stakeholders:

Every elementary school in Madison will partner with the United Way's Schools of Hope and AmeriCorps volunteers in addressing the challenge to increase the number of children reading proficiently by the end of third grade.

Description of Program and Anticipated Results:

We have the staff and volunteers to create a laser-like focus as a powerful new chance to help children, parents, communities, and schools unite in closing the achievement gaps while also raising the bar for our third grade students

Training:

- MMSD provided tutor training in the fall 2012.
- AmeriCorps volunteers will work with principals and teachers to support SOH volunteers

throughout the year.

Internal Point People:

Sue Abplanalp, Mike Hertting, Lisa Kvistad and Kathy Price

Qualitative Review and Challenges:

11/1/12

Gap Plan Progress Indicators
Ch 1, #2 - Literacy - Schools of Hope Initiative

Ref#	Indicator Name	Subgroup	Yearly Progress					Goals	Baseline		Actuals				
			2012-13	2013-14	2014-15	2015-16	2016-17	n	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	
1a	MAP Grade 3 Reading	All students	TBD	TBD	TBD	TBD	TBD	174	13.8%						
		White	TBD	TBD	TBD	TBD	TBD	51	31.4%						
		African American	TBD	TBD	TBD	TBD	TBD								
		Hispanic	TBD	TBD	TBD	TBD	TBD								
		Asian	TBD	TBD	TBD	TBD	TBD								
		Multi-racial	TBD	TBD	TBD	TBD	TBD								
		Low income	TBD	TBD	TBD	TBD	TBD	128	7.0%						
		ELL	TBD	TBD	TBD	TBD	TBD								
1b	PALS	All students	TBD	TBD	TBD	TBD	TBD	n/a	n/a						
		White	TBD	TBD	TBD	TBD	TBD	n/a	n/a						
		African American	TBD	TBD	TBD	TBD	TBD	n/a	n/a						
		Hispanic	TBD	TBD	TBD	TBD	TBD	n/a	n/a						
		Asian	TBD	TBD	TBD	TBD	TBD	n/a	n/a						
		Multi-racial	TBD	TBD	TBD	TBD	TBD	n/a	n/a						
		Low income	TBD	TBD	TBD	TBD	TBD	n/a	n/a						
		ELL	TBD	TBD	TBD	TBD	TBD	n/a	n/a						
1c	AIMSweb	All students	TBD	TBD	TBD	TBD	TBD	n/a	n/a						
		White	TBD	TBD	TBD	TBD	TBD	n/a	n/a						
		African American	TBD	TBD	TBD	TBD	TBD	n/a	n/a						
		Hispanic	TBD	TBD	TBD	TBD	TBD	n/a	n/a						
		Asian	TBD	TBD	TBD	TBD	TBD	n/a	n/a						
		Multi-racial	TBD	TBD	TBD	TBD	TBD	n/a	n/a						
		Low income	TBD	TBD	TBD	TBD	TBD	n/a	n/a						
		ELL	TBD	TBD	TBD	TBD	TBD	n/a	n/a						
Special Education	TBD	TBD	TBD	TBD	TBD	n/a	n/a								

Note: Due to small numbers, results for Native American and Pacific Island students are omitted.

Description/discussion: K-2 student growth will be regularly monitored as measured by approved district progress-monitoring tools. Underachieving students will be monitored more frequently in an attempt to intervene more quickly to get them on track and narrow the achievement gaps.

Data source: 1a. Grade 3 Spring 2012 MAP scores. Percent reflects the percentage of students scoring at or above 1/2 standard deviation above the national average, which MMSD uses as an identifier of proficiency. One half standard deviation above the national average corresponds to roughly the 68th percentile. Number reflects the number of Schools of Hope students for whom we have MAP grade 3 Spring reading scores. These data include all students receiving Schools of Hope tutoring regardless of how many tutoring sessions they received.

Notes: The first administration of PALS and AIMSweb will occur during the 2012-13 school year. Baseline data for these tests will be determined after this administration, likely in May of 2013.

Additional data on Schools of Hope effectiveness will come from an external evaluation of the program.

Accountability Plan for Achievement Gap Programs and Positions

Program or Position:

Chapter 1, #3: Extend the School Day

<p>Implementation Timeline:</p> <ul style="list-style-type: none"> • 2012 Summer - Develop a committee to examine extended school day models. • 2012-2013 Academic Year - Provide recommendation to the Superintendent in February 2013 for consideration for the 2013-14 school year. • Recommendation: Provide BOE with an inventory of after school program offerings December 2012.
<p>Communication to Stakeholders: Meeting was held to discuss the use of after school programs to provide more academics versus implementing an Extended School Day model.</p>
<p>Stakeholder Input: Stakeholders will meet to discuss recommendations on providing extended day programming in MMSD. This discussion will be used to make decisions about ways to expand and enhance after school programs in the district.</p>
<p>Expectations of Stakeholders: Attend meeting in October to review after school program inventory and discuss next steps. Attend additional meetings as needed to provide recommendation to the BOE.</p>
<p>Description of Program and Anticipated Results:</p> <ul style="list-style-type: none"> • Explore expanding and enhancing the after school programs which exist in MMSD. • Provide academics in existing after school programs for Elem. and Middle School to include the Schools of Hope. • At the high school level, explore an additional 20 minute homeroom time for academic instruction.
<p>Training: Professional development for after school staff on literacy and math has taken place and will continue during the school year at the elementary level.</p>
<p>Internal Point People: Lucy Chaffin, Diana Miller, Jean Gascho, Scott Zimmerman, Barbie Klawikowski, Steve Hartley, Sue Abplanalp, Mike Hertting, Joe Gothard</p>
<p>Qualitative Review and Challenges:</p>

11/1/12

Accountability Plan for Achievement Gap Programs and Positions

Program or Position:

Chapter 1, #4: Literacy and Math: Expanded Summer Learning Opportunities

<p>Implementation Timeline:</p> <ul style="list-style-type: none"> • 2012 Spring- Planning • 2012-2013 Academic Year- Planning • 2013 Summer-Implement expanded Extended Learning Summer School (ELSS) <ul style="list-style-type: none"> -Implement summer Madison Virtual Campus (MVC) courses -Implement Alternative High School Summer Program
<p>Communication to Stakeholders:</p> <p>Planning has begun for next summer; communication to the community will occur in spring 2013.</p> <p>Meetings are in process to discuss expanding the program to an additional 480 students for 2013 are occurring with stakeholders.</p>
<p>Stakeholder Input:</p> <p>MMSD departments which are a part of summer school implementation will meet on a quarterly basis to discuss updates to the summer school model and the impact of the additional students on the program. This input will be used to make decisions regarding the summer school model components to be implemented by the district in summer 2013.</p>
<p>Expectations of Stakeholders:</p> <p>Timeline of ELSS critical dates and roles will be provided to departments which support the work of ELSS.</p>
<p>Description of Program and Anticipated Results:</p> <p>Expanded summer learning will provide valuable time for an additional 480 students to receive academic support in math and literacy, as well as expand enrichment and Madison Virtual Campus (MVC) opportunities. This approach to learning is a well documented strategy used nationally in closing achievement gaps.</p>
<p>Training:</p> <p>Week prior to ELSS is for teacher professional development.</p>
<p>Internal Point People:</p> <p>Scott Zimmerman, Barbie Klawikowski</p>
<p>Qualitative Review and Challenges:</p>

11/1/12

Gap Plan Progress Indicators
 Ch 1, #4 - Expanded Summer School Learning

Ref#	Indicator Name	Subgroup	Yearly Progress					Goals	Baseline		Actuals				
			2012-13	2013-14	2014-15	2015-16	2016-17	n	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	
1a	90% of students in grades 3-8 and 10 will be proficient in math and literacy as indicated by WKCE by 2016-2017 (math).	All students	53%	63%	72%	81%	90%	12261	44.3%						
		White	71%	75%	80%	85%	90%	5563	65.8%						
		African American	26%	42%	58%	74%	90%	2488	10.3%						
		Hispanic	38%	51%	64%	77%	90%	2189	24.7%						
		Asian	61%	68%	76%	83%	90%	1155	53.9%						
		Multi-racial	51%	60%	70%	80%	90%	801	40.8%						
		Low income	34%	48%	62%	76%	90%	6160	20.6%						
		ELL	34%	48%	62%	76%	90%	2113	20.5%						
Special Education	30%	45%	60%	75%	90%	1729	15.4%								
1b	90% of students in grades 3-8 and 10 will be proficient in math and literacy as indicated by WKCE by 2016-2017 (reading).	All students	46%	57%	68%	79%	90%	12200	35.5%						
		White	63%	70%	77%	83%	90%	5556	56.5%						
		African American	25%	41%	57%	74%	90%	2478	8.3%						
		Hispanic	30%	45%	60%	75%	90%	2177	14.8%						
		Asian	46%	57%	68%	79%	90%	1122	34.6%						
		Multi-racial	44%	56%	67%	79%	90%	803	32.5%						
		Low income	28%	43%	59%	74%	90%	6125	12.3%						
		ELL	22%	39%	56%	73%	90%	2050	5.6%						
Special Education	27%	43%	59%	74%	90%	1728	11.8%								
2	Increase in on-time graduation rate to 90% among all subgroups (as inspired by NCLB)	All students	78%	81%	84%	87%	90%	n/a	75.5%						
		White	86%	87%	88%	89%	90%	n/a	85.4%						
		African American	61%	68%	75%	83%	90%	n/a	53.5%						
		Hispanic	67%	73%	78%	84%	90%	n/a	61.0%						
		Asian	86%	87%	88%	89%	90%	n/a	84.8%						
		Multi-racial	83%	85%	86%	88%	90%	n/a	81.0%						
		Low income	63%	70%	76%	83%	90%	n/a	55.9%						
		ELL	61%	68%	75%	83%	90%	n/a	53.2%						
Special Education	54%	63%	72%	81%	90%	n/a	45.6%								
3	Average ACT score (composite)	All students	TBD	TBD	TBD	TBD	TBD	n/a	n/a						
		White	TBD	TBD	TBD	TBD	TBD	n/a	n/a						
		African American	TBD	TBD	TBD	TBD	TBD	n/a	n/a						
		Hispanic	TBD	TBD	TBD	TBD	TBD	n/a	n/a						
		Asian	TBD	TBD	TBD	TBD	TBD	n/a	n/a						
		Multi-racial	TBD	TBD	TBD	TBD	TBD	n/a	n/a						
		Low income	TBD	TBD	TBD	TBD	TBD	n/a	n/a						
		ELL	TBD	TBD	TBD	TBD	TBD	n/a	n/a						
Special Education	TBD	TBD	TBD	TBD	TBD	n/a	n/a								
4	Increase percentage of invited students who register for summer school (K-8, excludes enrichment)	All students	57%	61%	66%	70%	75%	4758	51.9%						
		White	44%	52%	59%	67%	75%	946	35.8%						
		African American	55%	60%	65%	70%	75%	1618	49.7%						
		Hispanic	66%	68%	70%	73%	75%	1445	63.5%						
		Asian	67%	69%	71%	73%	75%	377	64.7%						
		Multi-racial	52%	58%	63%	69%	75%	346	46.0%						
		Low income	59%	63%	67%	71%	75%	3878	55.0%						
		ELL	69%	70%	72%	73%	75%	1610	67.0%						
Special Education	54%	59%	64%	70%	75%	996	48.7%								
5	Increase percentage of students attending summer school who complete summer school (K-12, includes enrichment)	All students	88%	90%	92%	93%	95%	4832	86.6%						
		White	90%	91%	93%	94%	95%	1039	88.8%						
		African American	84%	87%	89%	92%	95%	1443	80.9%						
		Hispanic	91%	92%	93%	94%	95%	1475	89.9%						
		Asian	92%	93%	93%	94%	95%	541	91.1%						

Ref#	Indicator Name	Subgroup	Yearly Progress					Goals	Baseline		Actuals				
			2012-13	2013-14	2014-15	2015-16	2016-17	n	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	
		Multi-racial	86%	88%	90%	93%	95%	312	83.7%						
		Low income	87%	89%	91%	93%	95%	3582	85.1%						
		ELL	92%	93%	93%	94%	95%	1639	91.2%						
		Special Education	85%	88%	90%	93%	95%	954	82.8%						

Note: Due to small numbers, results for Native American and Pacific Island students are omitted.

Description/discussion: Two goals were removed from an earlier version of this document.

Goal 4: Decrease in disproportionate number of students of color in summer special education placements. This goal does not specifically address closing the achievement gap as an indicator.

Goal 5: Increase in credit attainments by 100% of students enrolled in the Alternative High School Summer Program. This goal applied only to a small number of students so a new indicator was developed to reflect a broader spectrum of summer school students.

Data source: 1a. and 1b. All WKCE scores from 2011-12 school year serve as baseline data. The WKCE is administered in grades 3-8 and 10. These scores have been rescaled to reflect the new NAEP-aligned standards that will apply to the WKCE beginning with the 2012-13 school year. The number presented is the percentage of students scoring proficient or advanced (3 or 4).

2. Increase in on-time graduation rate -- WINSS four-year cohort completion rate calculation including HSED; all years refer to prior year's graduation rates (e.g. 2011-12 baseline refers to 2010-11 graduation rate); the 2016-17 goal of 90% is inspired by the NCLB goal and reflects a growth for all student subgroups from the baseline; annual incremental growth targets are equal intervals of growth from each subgroup's baseline to 90%

3. Average ACT score (composite) -- Note: The Achievement Gap Plan calls for a performance measure of "Percent of students scoring in the 90th national percentile using ACT composite score" but average composite scores or annual growth speaks more directly to achievement gaps among students in lower and average proficiency ranges. Data source is Infinite Campus queries by MMSD staff using the highest student score on file. Baseline is the 2011-12 school year administration of the ACT. A census administration beginning in 2012-13 will likely reduce average composite scores for all subgroups.

Baseline data and goals will be recalibrated after the first census administration of the ACT, which will occur during the 2012-13 school year. Because the ACT was optional in 2011-12, using these scores as a baseline for meeting content area benchmarks is inappropriate. However, for reference, we have included 2011-12 scores below.

4. Number reflects the number of students invited to attend summer school (K-8 only) who remained in MMSD at the end of the school year. Percent reflects the percentage of these students who eventually enrolled in summer school.

5. Number reflects the number of students who enrolled in summer school (all grades). Percent reflects the percentage of these students who completed summer school after enrolling. These figures include students enrolling in summer school for enrichment.

Subgroup	2011-12 avg. ACT
All students	23.2
White	24.7
African American	18.1
Hispanic	20.5
Asian	23.8
Multi-racial	24.1
Low income	19.3
ELL	15.3
Special Education	19.3

Accountability Plan for Achievement Gap Programs and Positions

Program or Position:

Ch 1, #5: Early Warning System and Data Dashboard Enhancements

Implementation Timeline:

The early warning system for high schools was launched before the beginning of the 2012-13 school year. Systems for additional grade levels will be developed during the 2012-13 school year. A benchmark monitoring system will also be developed for major assessments and in place before the 2013-14 school year.

Communication to Stakeholders:

Notice of simple enhancements to the dashboard will be announced through the assistant superintendents' weekly news letters to principals. More complex features and enhancements will be the subject of staff training sessions.

Stakeholder Input: Development and refinement of the Early Warning Systems will be guided by input from Central Office staff and building-based leadership. This will occur during professional development sessions and small group discussions.

Expectations of Stakeholders:

Users expect to have easily accessed and highly intuitive systems in place that enable the timely identification of students in need of additional support. The types of support to be identified include attendance, behavior and academic needs.

Description of Program and Anticipated Results:

The high school early warning system was in place before the 2012-13 school year. Additional warning systems will be adapted from this model for middle school, elementary and early learning. Warning systems will be in place for all grade levels before the end of the 2012-13 school year.

A benchmark monitoring tool will be developed during the 2012-13 school year to compare student-by-student results on major assessments to the district average. This information will also be available at various levels of aggregation.

Other dashboard enhancements are ongoing. Content enhancements and reports are generated on a priority basis. Data from new assessments is added as it comes online.

Training:

Training sessions on assessments and dashboard content are being planned for SST and RtI² team members. It will be the responsibility of those teams, with support from Research & Evaluation, Professional Development and Curriculum & Assessment, to ensure building leadership are familiar with assessments, know where to find various vendor reports and dashboard content, and know how to use it to improve instruction in their buildings.

Training and orientation sessions for specific program areas are also being delivered on an ad hoc basis. Examples include positive behavior support and student health services staff members. In some cases, principals, secretaries and other staff will receive training directly

from Research & Evaluation staff.

Internal Point People:

Andrew Statz (development of EWS, benchmark monitoring tool and dashboard enhancements), Brad Kose (professional development and use among school-based leadership teams and teachers)

Qualitative Review and Challenges:

11/1/12

Gap Plan Progress Indicators

Ch 1, #5 - Early Warning System and Data Dashboard Enhancements

Ref#	Indicator Name	Subgroup	Yearly Progress					Goals	Baseline		Actuals				
			2012-13	2013-14	2014-15	2015-16	2016-17	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17		
1a	Percent of students identified as High Risk (all students, all models)	All students	5% or less	5% or less	5% or less	5% or less	5% or less	TBD							
1b	Percent of students identified as Medium Risk (all students, all models)	All students	15% or less	15% or less	15% or less	15% or less	15% or less	TBD							
2	Decrease disproportionality among student subgroups identified as High Risk (all models)	White	TBD	TBD	TBD	TBD	50.0%	TBD							
		African American	TBD	TBD	TBD	TBD	20.0%	TBD							
		Hispanic	TBD	TBD	TBD	TBD	14.0%	TBD							
		Asian	TBD	TBD	TBD	TBD	9.0%	TBD							
		Multi-racial	TBD	TBD	TBD	TBD	6.0%	TBD							
		Low income	TBD	TBD	TBD	TBD	45.0%	TBD							
		ELL	TBD	TBD	TBD	TBD	11.0%	TBD							
		Special Education	TBD	TBD	TBD	TBD	19.0%	TBD							

Description/discussion: An Early Warning System (EWS) will help ensure that all students make consistent academic progress and learn at high levels. Research indicates that an on-track indicator as part of an EWS is a better predictor of graduation than students' background characteristics or middle school achievement test scores.

The EWS data will give school staff and parents/guardians the information they need to intervene as soon as a student begins to show a pattern of academic, attendance, or behavioral issues associated with later school difficulties or failure. This EWS will help schools identify students quicker than in the past and intervene earlier in an attempt to eliminate our achievement gaps. The Data Dashboard as a whole will be enhanced with various reports, additional filterable graphs, and custom query tools. To complement the EWS, a benchmark monitoring tool will be developed to track each student's performance on key assessments for the entire time they are with MMSD. This monitoring tool also will be viewable in aggregated form to aid in the review of results by school location, grade level and so on.

Because these tools simply provide data that can be used to identify student needs and track their progress, it is not possible to determine the causal effect of the Data Dashboard or its EWS on student achievement. Accordingly, the following goals are the result of programs and interventions that are implemented for students identified using the Data Dashboard and the EWS.

As required by the Gap Plan, Kindergarten through Grade 2 student growth will be monitored at least monthly as measured by approved district progress-monitoring tools. Underachieving students will be monitored more frequently in an attempt to intervene more quickly to get them on track and narrow the achievement gaps.

The EWS for high schools was launched before the beginning of the 2012-13 school year. Variables included in the high school EWS are attendance, out of school suspensions, grade point average, credit attainment, and grades of "F" received. Systems for additional grade levels will be developed during the 2012-13 school year. A benchmark monitoring system also will be developed for major assessments and in place before the 2013-14 school year.

All schools will have a plan in place by Spring 2012 to identify, provide additional instruction for, and monitor growth in literacy of all K-12 students not at grade-level proficiency to assure all students are proficient as indicated in WKCE in key grades (i.e., Grade 3 reading and Grade 8 math as required by the DPI school accountability report cards).

Data sources:

1. Percent of students identified as High Risk and Medium Risk (all students, all models) -- Baselines will be determined once Early Warning Systems have been developed for each grade level (high, middle, elementary, primary and 4K). Each model has about five equally weighted indicators that address academic performance, behavior and attendance. Each indicator has a series of cut scores to determine high, medium and low risk that are averaged together to provide an overall risk level to every student. All results shown above are based on the number of students at high or medium risk levels divided by the total number of students.

Goals for 2016-17 are inspired by the Response to Instruction and Intervention (RtI²) model where not more than about 5% of the student population are identified as Tier 3 (or High Risk) and not more than about 15% to 20% are identified as Tier 2 (or Medium Risk).

Data source will be a snapshot from the EWS in the Data Dashboard taken at the end of each regular school year.

2. Decrease disproportionality among student subgroups identified as High Risk (all models) -- Baselines will be determined once Early Warning Systems have been developed for each grade level (high, middle, elementary, primary and 4K).

Goals for 2016-17 are based on the percent of students in the Third Friday Count for 2012-13 by race/ethnic, low income, ELL and special education subgroup status. For example, the percent of the MMSD student population that is African American is about 20% -- accordingly no more than 20% of all students identified as High Risk should be African American.

To provide context, the high school EWS is in currently place and as of October 5, 2012, indicated the following shares of the high risk population by student subgroup compared to the Third Friday Count for 2012-13:

	Percent of HS Enrollment	Percent of High Risk
White	%	17%
Black	%	47%
Hispanic	%	22%
Asian	%	6%
Multi-racial	%	7%
Low Income	%	87%
ELL	%	20%
Special Educ.	%	41%

Data source will be a year-end snapshot from the EWS in the Data Dashboard taken at the end of each regular school year.

Notes: Following the finalization of an EWS for high school, additional models will be built to address middle school, elementary, primary and 4K environments. These will be completed by the end of the 2012-13 school year.

Accountability Plan for Achievement Gap Programs and Positions

Program or Position:

Chapter 1, #7: Develop a System of Shared Accountability.

<p>Implementation Timeline:</p> <p>2012 Spring</p> <ul style="list-style-type: none"> • School Support Teams (SSTs) and Central Office Administrative Support Teams begin work with schools. • Provide four professional development days (RTI) for Cohort I schools. • Provide four professional development days (RTI) for Cohort II schools. <p>2012 Summer</p> <ul style="list-style-type: none"> • Continue professional development days (RTI) for Cohorts. <p>2012 – 2013 Academic Year</p> <ul style="list-style-type: none"> • School Support Teams and Central Office Administrative Support Teams will reorganize support to schools based on 2011-2012 data sets. • Provide four professional development days (RTI) for Cohorts III and IV schools.
<p>Communication to Stakeholders:</p> <p>School Support Teams, Central Office administrators, and school principals have a great deal to offer each other in terms of expertise, skill development, and support. Regular, consistent communication between School Support Teams, Central Office administrators, and principals will provide opportunities to support principals. It will also keep Central Office administrators deeply connected to the daily realities and needs of schools.</p>
<p>Stakeholder Input:</p> <p>Principals will be surveyed on the support system to provide input on the process and changes needed for better support.</p>
<p>Expectations of Stakeholders:</p> <p>School Support Team Coordinators will provide frequent support to schools, attend principal meetings, and communicate with Central Office staff. Through this process of mutual growth, principals and administrators will reinforce each other's accountability for our students' success.</p>
<p>Description of Program and Anticipated Results:</p> <p>Each school will be assigned a School Support Team (SST) to support school improvement efforts. In addition, Central Office Administrative Support Team consisting of two administrators, will serve as support coaches for some school's principals encouraging reciprocal responsibility.</p>
<p>Progress Indicators:</p> <ol style="list-style-type: none"> 1. Increase in school visits from central office staff and administrators as measured by documentation of weekly visits. 2. Increase in Instructional Rounds participation from central office administrators 3. Satisfaction survey results from principals and central office staff

Internal Point People:

Brad Kose

Sue Abplanalp

Qualitative Review and Challenges:

11/1/12

Accountability Plan for Achievement Gap Programs and Positions

Program or Position:

Chapter 2, #8: Prepare All for Life After High School

Implementation Timeline:

- **September 2012** – Formalize partnership with Greater Madison Chamber of Commerce and Thrive Group for 2012 – 2013
- **September 2012** – 1 Career and Technical Education Supervisor hired
- **October 2012** – 1 Career and Technical Education Supervisor hired
- **September 2012 – January 2013** – Research Career Academies
- **September 2012 – June 2013** – Build Partnerships with Business / Workforce and postsecondary
- **February 2013 – November 2013** – Plan Career Academies within MMSD with Building Administration /staff, District Administration / staff and Business / Workforce leaders
- **February 2013 – November 2013** – Align Curriculum Guide to Career Cluster Model
- **February 2013** – Hire 1.0 FTE NUP staff if BOE approves to Implement ILP, Gallup Strengths Finder and Career Cruising.
- **November 2012 – June 2013** – High School Students will have opportunity to earn National Career Readiness Certificate
- **October 2012 – June 2013** – Youth Apprenticeship and Chamber markets program to local businesses to employ MMSD students
- **November 2012- June 2013** – 9th grade students will have taken Gallup Strengths finder and 9th grade teachers will be using assets based model in classrooms.
- **October 2012 – June 2013** – Training Career and Technical Education staff on use of Career Cruising
- **October 2012 – June 2013** – Planning how Individual learning plans will be used in Middle and High School with implementation for September 2013.
- **2013 – 2014** – Continued development of Career and Technical Education courses, Health Care Cluster courses, STEM and Manufacturing and Biomedical programs. Some small scale implementation as appropriate.

Communication to Stakeholders:

Facilitate communications and information to build and grow sustainable partnerships with local employers and align education and workforce development efforts.

Stakeholder Input:

MMSD business advisory group must meet on a quarterly basis with Superintendent and Assistant Superintendent for Secondary Schools to guide program development.

To respond to 21st Century Skills and career and college readiness and work force development, a team will be convened to begin planning and creating buy in from staff.

Expectations of Stakeholders:

- Career academies will match students with skills and experiences aligned directly with emerging job opportunities in the Madison region.
- Work with students, staff, community, business and industry partners to support student

achievement and work-based learning to achieve a successful college and career transition for students.

- Facilitate work-based learning at the district's comprehensive high schools
- Increase in number of students earning industry credentials and certifications
- Align Curriculum to Career Cluster Model
- Funding for Health cluster and PLTW program is provided by the BOE.
- All 9th grade students will have access to Gallup Strengths Finder and each High School will create a plan for Career Cruising portfolio standards to be completed each year.
- Individual Learning Plans will be implemented in all MS and HS. Each school must create plan to implement for September 2013.

Description of Program and Anticipated Results:

- 0.5 FTE for each high school to focus on the expansion of career exploration opportunities for students.

Local employers are crucial to career academies because they provide career awareness, industry experiences for the students, and work-based learning opportunities. With the cluster themes based on Thrive's plan and MMSD's partnership with the Greater Madison Chamber of Commerce, the structures and supports are in place to build and grow sustainable partnerships with local employers. Thrive's Comprehensive Economic Development Strategy includes "Advance Human Capital" as one of the five key interrelated goal areas. In this section of the strategy, they call for Forging strong partnerships between educators, parents, students, and regional businesses; Aligning education and workforce development efforts with target sector initiatives; Strategically identify education attainment disparities and close racial and socioeconomic performance gaps among students in the Madison Region.

Training:

National Career Academy Conference, Adaptive schools, State Career and Technical Education Conferences, and Professional Development for Staff.

Internal Point People:

Miles Tokheim, Chris Neff, Brigitta Altmann, Steve Hartley, Sue Abplanalp, Joe Gothard, High School Principals

Qualitative Review and Challenges:

11/1/12

Gap Plan Progress Indicators

Ch 2, #8 Developing College and Career Readiness: Prepare All for Life After High School

-24-

Ref#	Indicator Name	Subgroup	Yearly Progress					Goals	Baseline		Actuals				
			2012-13	2013-14	2014-15	2015-16	2016-17	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17		
1	Total number of work based learning students that complete the program. (measured by number of students completing 1- and 2-year Youth Apprenticeship, State Certified Co-op, & Job Shadowing)	All Students	TBD	TBD	TBD	TBD	TBD	8							
		White	TBD	TBD	TBD	TBD	TBD								
		African American	TBD	TBD	TBD	TBD	TBD								
		Hispanic	TBD	TBD	TBD	TBD	TBD								
		Asian	TBD	TBD	TBD	TBD	TBD								
		Multi-racial	TBD	TBD	TBD	TBD	TBD								
		Low income	TBD	TBD	TBD	TBD	TBD								
		ELL	TBD	TBD	TBD	TBD	TBD								
2	Increase number of industry credentials and certifications earned (measured by number of credentials/certifications earned by students in: ACT-National Career Readiness Certificate (ACT-NCRC), Assistant Child Care Teacher (ACCT), Certified Nursing Assistant, Employability Skills Certificate, Infant/Toddler, Pro-Start, Serv-Safe, WoodLinks, Youth Leadership Skills)	All students	TBD	TBD	TBD	TBD	TBD	111							
3	Increase percentage of students utilizing individual learning plans and exploring careers with a four year High School plan (measured by the number of students who complete portfolio standards on Career Cruising in 8th grade / 12th grade)	All students	TBD	TBD	TBD	TBD	TBD	N/A							
		White	TBD	TBD	TBD	TBD	TBD	N/A							
		African American	TBD	TBD	TBD	TBD	TBD	N/A							
		Hispanic	TBD	TBD	TBD	TBD	TBD	N/A							
		Asian	TBD	TBD	TBD	TBD	TBD	N/A							
		Multi-racial	TBD	TBD	TBD	TBD	TBD	N/A							
		Low income	TBD	TBD	TBD	TBD	TBD	N/A							
		ELL	TBD	TBD	TBD	TBD	TBD	N/A							
Special Education	TBD	TBD	TBD	TBD	TBD	N/A									

Description/discussion:

Data source: Federal Carl Perkins Grant, CTE Performance Reports, Infinite Campus Ad-Hoc reports, S/P2 Online University, DPI Skills Certificate Program 2011-2012 Online Reports, Advisory Committee Meeting Minutes, Career Cruising CAMS reporting, CTE end of semester teacher surveys.

Notes:

2. Demographic information is unavailable for certifications.
3. Career Cruising software does not track student demographic information and individual information for 2011-12 was removed from the Career Cruising system before this report was generated. Efforts are underway to link Career Cruising use to student information for 2011-12 to allow for disaggregated baseline data. In 2011-12, a total of 125 8th grade and 35 12th grade students used Career Cruising.
7. Senior CTE Concentrators are students who have taken 3 or more Career and Technical Education courses within the same career pathway or field.

Accountability Plan for Achievement Gap Programs and Positions

Program or Position:

Chapter 2, #9: Implement ACT College Entrance Test and ACT Test Preparation

Implementation Timeline:

Academic Year 2012-13:

1. Implement marketing plans to students and parents; October through February
2. Conduct parent/community workshops at each HS; December/January
3. Implement Middle School EXPLORE; December 18 2012
4. Implement ACT Prep courses at expanded locations and times (currently at ULGM, eventually at each HS); October through March
5. Middle School EXPLORE data analysis; February 2013
6. Administer High School EXPLORE, PLAN, and ACT tests; March 19, 2013
7. High School EXPLORE, PLAN, and ACT score data analysis; May 2013
8. Follow-up meeting with community partners to review 2013 results and implementation plan for 2013-14 school year; April/May 2013
9. Determine need/capacity for ACT Prep and engage more community partners, if needed; April/May 2013

Communication to Stakeholders:

A communication and marketing plan is being developed to:

1. Share information about the EPAS system and the purpose of the EXPLORE, PLAN, and ACT tests and the importance of College and Career Readiness through letters, website, etc.; October through March
2. Develop and hold parent & community workshops; December and January

Professional Development is being planned to:

1. Build capacity and support for consistent data interpretation and use at Middle Schools; February 2013
2. Build capacity and support for consistent data interpretation and use at High Schools; May 2013
3. Use data to improve district programs; on-going

Stakeholder Input:

1. Meet with building level teams regularly to ensure readiness to test.
2. Meet with community partners on a regular basis to share information and planning.
3. Meet with Community Engagement staff, as well as community partners, to implement communications and marketing plan.

Expectations of Stakeholders:

1. Have multiple methods of making information available for parents and community, including website, newsletters, community partners
2. Clear, concise and timely communication with community partners and other stakeholders
3. Clear direction to schools regarding data analysis and use

Description of Program and Anticipated Results:

Implement:

1. District-community partnerships for ACT Prep
2. All 11th grade students will participate in the ACT test

Training:

1. Professional development for principals and building leadership teams to support school data work.
2. Professional development for ongoing support of parent & community workshops

Internal Point People:

Tim Peterson*
Jill Brown
Kolleen Onsrud
Joe Gothard
Andrew Statz

*Primary contact

Qualitative Review and Challenges:

11/1/12

Gap Plan Progress Indicators

Ch 2, #9 - Implement ACT College Entrance Test and ACT Test Preparation

Ref#	Indicator Name	Subgroup	Yearly Progress					Goals	Baseline		Actuals				
			2012-13	2013-14	2014-15	2015-16	2016-17	n	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	
1	95% of all 11th Grade students will take the ACT in 2012-13.	All students	95%	95%	95%	95%	95%	1981	42%						
		White	95%	95%	95%	95%	95%	971	53%						
		African American	95%	95%	95%	95%	95%	377	19%						
		Hispanic	95%	95%	95%	95%	95%	298	32%						
		Asian	95%	95%	95%	95%	95%	198	53%						
		Multi-racial	95%	95%	95%	95%	95%	126	38%						
		Low Income	95%	95%	95%	95%	95%	888	21%						
		ELL	95%	95%	95%	95%	95%	203	10%						
2a	40% of students will score above the ACT College Readiness Benchmarks for each tested content area. National READING Benchmark = 21 After year one, return to baseline level or higher within 5 years	All students	TBD	TBD	TBD	TBD	TBD	n/a	n/a						
		White	TBD	TBD	TBD	TBD	TBD	n/a	n/a						
		African American	TBD	TBD	TBD	TBD	TBD	n/a	n/a						
		Hispanic	TBD	TBD	TBD	TBD	TBD	n/a	n/a						
		Asian	TBD	TBD	TBD	TBD	TBD	n/a	n/a						
		Multi-racial	TBD	TBD	TBD	TBD	TBD	n/a	n/a						
		Low income	TBD	TBD	TBD	TBD	TBD	n/a	n/a						
		ELL	TBD	TBD	TBD	TBD	TBD	n/a	n/a						
2b	40% of students will score above the ACT College Readiness Benchmarks for each tested content area. National ENGLISH Benchmark = 18 After year one, return to baseline level or higher within 5 years	All students	TBD	TBD	TBD	TBD	TBD	n/a	n/a						
		White	TBD	TBD	TBD	TBD	TBD	n/a	n/a						
		African American	TBD	TBD	TBD	TBD	TBD	n/a	n/a						
		Hispanic	TBD	TBD	TBD	TBD	TBD	n/a	n/a						
		Asian	TBD	TBD	TBD	TBD	TBD	n/a	n/a						
		Multi-racial	TBD	TBD	TBD	TBD	TBD	n/a	n/a						
		Low income	TBD	TBD	TBD	TBD	TBD	n/a	n/a						
		ELL	TBD	TBD	TBD	TBD	TBD	n/a	n/a						
2c	40% of students will score above the ACT College Readiness Benchmarks for each tested content area. National MATHEMATICS Benchmark = 22 After year one, return to baseline level or higher within 5 years	All students	TBD	TBD	TBD	TBD	TBD	n/a	n/a						
		White	TBD	TBD	TBD	TBD	TBD	n/a	n/a						
		African American	TBD	TBD	TBD	TBD	TBD	n/a	n/a						
		Hispanic	TBD	TBD	TBD	TBD	TBD	n/a	n/a						
		Asian	TBD	TBD	TBD	TBD	TBD	n/a	n/a						
		Multi-racial	TBD	TBD	TBD	TBD	TBD	n/a	n/a						
		Low income	TBD	TBD	TBD	TBD	TBD	n/a	n/a						
		ELL	TBD	TBD	TBD	TBD	TBD	n/a	n/a						
2d	40% of students will score above the ACT College Readiness Benchmarks for each tested content area. National SCIENCE Benchmark = 24 After year one, return to baseline level or higher within 5 years	All students	TBD	TBD	TBD	TBD	TBD	n/a	n/a						
		White	TBD	TBD	TBD	TBD	TBD	n/a	n/a						
		African American	TBD	TBD	TBD	TBD	TBD	n/a	n/a						
		Hispanic	TBD	TBD	TBD	TBD	TBD	n/a	n/a						
		Asian	TBD	TBD	TBD	TBD	TBD	n/a	n/a						
		Multi-racial	TBD	TBD	TBD	TBD	TBD	n/a	n/a						
		Low income	TBD	TBD	TBD	TBD	TBD	n/a	n/a						
		ELL	TBD	TBD	TBD	TBD	TBD	n/a	n/a						

Ref#	Indicator Name	Subgroup	Yearly Progress					Goals	Baseline		Actuals				
			2012-13	2013-14	2014-15	2015-16	2016-17	n	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	
3	Increase in on-time graduation rate to 90% among all subgroups (as inspired by NCLB)	All students	78%	81%	84%	87%	90%	n/a	75.5%						
		White	86%	87%	88%	89%	90%	n/a	85.4%						
		African American	61%	68%	75%	83%	90%	n/a	53.5%						
		Hispanic	67%	73%	78%	84%	90%	n/a	61.0%						
		Asian	86%	87%	88%	89%	90%	n/a	84.8%						
		Multi-racial	83%	85%	86%	88%	90%	n/a	81.0%						
		Low income	63%	70%	76%	83%	90%	n/a	55.9%						
		ELL	61%	68%	75%	83%	90%	n/a	53.2%						
Special Education	54%	63%	72%	81%	90%	n/a	45.6%								

Note: Due to small numbers, results for Native American and Pacific Island students are omitted.

Description/discussion: 95% of all 11th Grade students will take the ACT in 2012-13.

Data source: 1. Goal reflects census administration of ACT beginning in 2012-13. Percent of students taking ACT is calculated by dividing students with ACT scores by the end of year student count, the headcount date closest to ACT test administration. Students enrolling between ACT administration and the end of year headcount contribute to the total student count but could not take the MMSD-sponsored administration of the ACT, so the participation goal is set at 95% instead of 100% to account for cases like these.

2. Students meeting each content area benchmark have a student a 50% chance of earning a B and a 75% chance of earning a C in corresponding college level courses. The implementation of ACT for all 11th graders will dramatically change the rate of students meeting these benchmarks. From year one, the goal will be to return to baseline numbers *or higher* within 5 years. Students included in these totals are those enrolled in MMSD at the end of the year rather than on the third Friday in September because this date is closer to the ACT administration date. These figures reflect only 11th grade students taking the ACT, not all students. Finally, for 11th grade students taking the ACT multiple times during the school year, we include only their maximum score.

Baseline data and goals will be recalibrated after the first census administration of the ACT, which will occur during the 2012-13 school year. Because the ACT was optional in 2011-12, using these scores as a baseline for meeting content area benchmarks is inappropriate. However, for reference, we have included 2011-12 scores below.

3. Data comes from DPI WINSS and reflects four-year (on-time) graduation rates as opposed to legacy rates. These figures include both regular diplomas and High School Equivalency Diplomas (HSEDs).

Notes: An additional MMSD goal is to increase college-going rates for underrepresented groups. No adequate baseline data exists on college-going rates. However, MMSD will explore new ways of tracking postsecondary attendance for MMSD graduates during the 2012-13 school year, and if these efforts are successful, baseline data and goals for postsecondary attendance will be established.

		2011-12	
		n	Rate
40% of students will score above the ACT College Readiness Benchmarks for each tested content area. National READING Benchmark = 21 After year one, return to baseline level or higher within 5 years	All students	841	67%
	White	519	73%
	African American	71	32%
	Hispanic	96	47%
	Asian	104	72%
	Multi-racial	48	77%
	Low income	188	38%
	ELL		
	Special Education	40	45%
40% of students will score above the ACT College Readiness Benchmarks for each tested content area. National ENGLISH Benchmark = 18 After year one, return to baseline level or higher within 5 years	All students	841	81%
	White	519	88%
	African American	71	48%
	Hispanic	96	64%
	Asian	104	80%
	Multi-racial	48	90%
	Low income	188	54%
	ELL		
	Special Education	40	55%

		2011-12	
		n	Rate
40% of students will score above the ACT College Readiness Benchmarks for each tested content area. National MATHEMATICS Benchmark = 22 After year one, return to baseline level or higher within 5 years	All	841	67%
	White	519	76%
	African American	71	24%
	Hispanic	96	42%
	Asian	104	79%
	Multi-racial	48	65%
	Low income	188	42%
	ELL		
	Special Education	40	23%
40% of students will score above the ACT College Readiness Benchmarks for each tested content area. National SCIENCE Benchmark = 24 After year one, return to baseline level or higher within 5 years	All	841	49%
	White	519	57%
	African American	71	14%
	Hispanic	96	22%
	Asian	104	62%
	Multi-racial	48	52%
	Low income	188	20%
	ELL		
	Special Education	40	23%



Accountability Plan for Achievement Gap Programs and Positions

(To be submitted to the Deputy Superintendent by September 1, 2012)

Program or Position:

Chapter 2, #10 – Expand Advancement via Individual Determination (AVID)

Implementation Timeline:

Summer 2012

- AVID Coordinators and Teachers hired by HS or MS principal (completed).
- AVID site team members identified to attend AVID Summer Institute in July (completed over 80 MS and HS staff AVID Summer Institute).
- AVID coordinators and teachers trained in AVID implementation strand and AVID tutorology (all but three teachers trained in both strands).
- AVID school-based budgets established (completed).
- AVID class and school materials purchased (in process).
- AVID classrooms set-up (in process).

Fall/Winter 2012/13

- AVID signing ceremonies held at all MS and HS (in process).
- Meet and coordinate program implementation with Boys and Girls Club as needed related to the Teens of Promise (TOPS) high school component and College Club middle school component offered at Cherokee and Wright Middle Schools (Ongoing).
- Hire, train and place AVID tutors in partnership with the Boys and Girls Club (in process).
- Begin MS and HS AVID classes (September 4).
- Begin AVID tutorials (September for HS, early November for MS).
- Begin planning for AVID student selection (in process).
- AVID Field trips and guest speakers begin (mid-September for HS, Mid-October for MS).
- Develop MS Evaluation model in partnership with WISCAPE (in process).
- Implement the use of the AVID Data dashboard for tracking student success (completed).
- Receive, review and share HS AVID/TOPS evaluation completed by WISCAPE with key stakeholders (December – January).
- Support schools in the implementation of AVID strategies across the curriculum (ongoing).
- 2nd Semester Tutors hired and trained (in process).
- AVID Coordinators and elective teachers meet regularly throughout the school year to refine curriculum, student selection, student retention and supports (ongoing).

Spring 2013

- Screen all MMSD students for eligibility for enrollment in AVID (January-February).
- Preliminary budget and projections completed for 2013-14 (January – February)
- Invite eligible students to apply for AVID (February).
- Family orientations held for each school (February – March).
- Student's complete applications and interviews (March).
- AVID site teams select students and inform families (March – April).
- AVID signing ceremonies held (April – August).
- AVID Coordinators and elective teachers meet regularly throughout the school year to refine curriculum, student selection, student retention and supports.
- Begin planning for attendance to AVID summer institute (registration complete late April).
- Debrief AVID implementation with all AVID coordinators, teacher, principals and community partners (May).
- Begin planning for 2013-14 revisions (March – June).

Communication to Stakeholders:

Summer 2012 Communication

AVID MS and HS principals have received AVID updates over the course of the summer. Each school has selected their AVID coordinator and teacher. All but three AVID teachers have been received training in the both AVID implementation and tutorology strands. One of three received training in AVID tutorology, two teachers have received a general AVID orientation and received all electronic curriculums.

Parents/students have been notified of selection into AVID.

Community Based organizations working in MMSD middle and high schools received an update that AVID will be offered. Invitation was extended to interested CBO's for staff to be trained in AVID tutorology strategies.

School Year 2012 Communication

AVID MS and HS signing ceremonies will be held in September outlining student expectations. Regular AVID Coordinators and AVID elective teacher meetings have been scheduled throughout the school year with the AVID Director.

AVID Directors has scheduled regular meetings with appropriate partners such as WISCAPE and the Boys and Girls club to ensure progress monitoring and communication.

AVID/TOPS/College Club Facebook "like" page was established to share program highlights with the community.

A more comprehensive communication plan will be established with AVID coordinators, teachers and principals throughout the school year.

Stakeholder Input:

During the 2011-12 school year middle school principals, high school principals, AVID coordinators and teachers were engaged in planning the AVID expansion plan. Additionally, a middle school AVID/ College Club partnership was created with the Boys and Girls building on an existing successful partnership of AVID/TOPS at the high school. Each middle and high school has created an AVID site team involved in student selection, student support, program planning and implementation.

Additionally, this summer we embarked on a lengthy process to establish common AVID outcomes with our primary partner the Boys and Girls Club in order to ensure that AVID achievement gap plan outcomes aligned with Boys and Girls Club. Initial meetings were held in late summer and fall between Boys and Girls Club leadership and MMSD leadership. More recently, in mid-October AVID high school principals were convened to give feedback on outcomes. On October 31, 2012 AVID coordinators had an opportunity to respond and provide feedback on proposed outcomes as well. The outcomes outlined below will be refined over the course of October and November as both middle school principals and middle school AVID coordinators are invited to provide feedback and guidance. To be finalized within the timeline of year two of the achievement gap plan.

Expectations of Stakeholders:

AVID students are expected to maintain a gpa of above a 2.00, maintain positive behavior and maintain school attendance.

AVID Coordinators/Teachers are expected to implement the AVID curriculum and the AVID 11 essentials as outlined by the AVID Center with high fidelity to meet national AVID certification.

AVID school-based administrators are expected to support AVID coordinators, teachers and site teams in the implementation of AVID.

AVID district staff is expected to support schools in the implementation of AVID elective courses and the implementation of AVID strategies across the curriculum.

WISCAPE is expected to complete a comparison group study/evaluation of the 2011-12 HS AVID/TOPS students in winter of 2012. Additionally, WISCAPE is expected to work in partnership with MMSD to create and implement a MS AVID evaluation to be completed fall/winter of 2013.

Boys and Girls Club of Dane County (BGCDC) continues to financially and programmatically support the implementation of the following items: AVID tutorology, Field Trips and Guest Speakers at the 4 high schools, Cherokee and Wright middle schools. Additionally, BGCDC will provide an array of out-of-school support for AVID high school students through their Teens of Promise (TOPS) program and for middle school students at Cherokee and Wright through their College Club program. Examples of out-of-school supports include mentoring, summer career exploration/job internships, and Saturday school and parent engagement activities. Activities and outcomes that relate to our partnership are indicated by the AVID/TOPS/College Club moniker.

Description of Program and Anticipated Results:

AVID is a national program implemented throughout the United States and 15 other countries for over 30 years. The vision of AVID/TOPS/College Club is help close the achievement gap by supporting students identified in academic middle to become college and career ready ensuring that AVID/TOPS/College Club low income and students of color will graduate from high school, enroll in college and graduate from college at the same rate as white students. This is accomplished by targeting students who are first generation, historically underrepresented, and/or who may have special circumstances that may hinder their ability to successfully attain post-secondary education. The mission of AVID/TOPS/College Club readiness system is for students to develop the habits, academic skills and personal attributes needed to successfully graduate from high school and enroll in and graduate from college. Simultaneously, AVID instructional strategies are considered best-practice. The implementation of the AVID elective also encourages the use the AVID instructional strategies across the curriculum exposing all MMSD students to strategies that promote critical thinking, increase reading, writing and organizational skills and foster collaboration.

Specifically, MMSD has set the following goals for AVID implementation in conjunction with our partner the Boys and Girls Club of Dane County:

1. AVID/TOPS student years will be positively ENGAGED within AVID/TOPS and the school community measured as follows.
 - a. 85% AVID/TOPS/College Club students will be retained in the program from year to year.
 - b. AVID/TOPS/College Club students will maintain an overall attendance rate of 95%.
 - c. AVID/TOPS/College Club students will have an average of 1 or less behavior points per year.
2. AVID students will graduate from high school on-time and be ready to succeed in college.
 - a. 100% of AVID students will take the EPAS series of college-preparatory tests (EXPLORE, PLAN, and ACT).
 - b. 80% of AVID/TOPS/College Club students will meet EPAS benchmark scores by Junior year.
 - c. AVID/TOPS/College Club students will maintain a core grade point average (GPA) of 25% higher than the control group for low-income and students of color.
 - d. 75% of AVID/TOPS/College Club will have a GPA of 3.00 or higher by the end of their junior year.
 - e. 100% of AVID/TOPS/College Club students will be on track for graduation based on credit attainment.
 - f. 100% of AVID/TOPS/College Club students will take at least one honors/AP classes during high school.
 - g. 50% of AVID students will take at least two honors/AP classes during high school

3. Students will enroll, attend and graduate from post-secondary institutions.
 - a. 100% of AVID seniors will apply to at least 3 post-secondary institutions.
 - b. 95% of AVID seniors will enroll and attend a post-secondary institution.
 - c. Persistence in college rates will be a minimum of (*This outcome will be primarily supported by the Boys and Girls Club College Continuation program, though MMSD AVID will work in partnership to understand overall effectiveness*):

College Persistence

Class	1 st Year	2 nd Year	3 rd Year	4 th Year	Degree within 6 Years
Class 2013	95%	80%	70%	60%	50%
Class 2014	95%	82%	73%	64%	53%
Class 2015	95%	84%	76%	68%	60%
Each year there after	95%	Improve 1% until 70% degree attainment			

Training:

Several opportunities exist for Professional Development:

1. AVID Summer Institute: AVID Site team members, AVID coordinators, AVID teachers receive training in a variety of topics ranging from implementing AVID, content specific strategies, cultural relevance.
2. AVID strand trainings: MMSD has offered a variety of AVID strand trainings locally, by bringing in National trainers to work locally with MMSD staff on content specific AVID strategies. MMSD plans to offer AVID critical reading during the summer of 2012.
3. MMSD is currently working with the AVID center to identify MMSD staff to become National AVID trainers who in turn would be able to provide AVID training locally to MMSD staff, reducing costs and building sustainability.
4. AVID District Director is required to attend 4 national trainings and attend periodic meetings and trainings in order to remain current on AVID expectations and programmatic changes.

Internal Point People:

AVID HS Coordinators: Kate Brien and Steve Somerson, East; Lindsey Simonsen, La Follette; David Olsen, Memorial; Lee Ann Johnson, West

AVID MS Coordinators: Natalie Miller, Black Hawk; Lori Nelson, Cherokee; Tova Sacks, Hamilton; Cindy La Point, Jefferson; Alana Adamson, O’Keeffe; Nicky Najacht, Sennett; Bert Zipperer, Sherman; Jane Morgan, Spring Harbor; Olivia Wierwill, Toki; Joshua Bacskai, Whitehorse; Sara Winter, Wright

AVID District Director: Julie Koenke

Assistant Superintendent of Secondary Schools: Joe Gothard

Qualitative Review and Challenges:

11/1/12

Gap Plan Progress Indicators
 Ch 2, #10 - Expand Advancement Via Individual Determination (AVID)
 Goal 1 - Engagement

Ref#	AVID/TOPS/College Club Students students will be positively engaged within AVID/TOPS/College Club and school community measured as follows:	Subgroup	Yearly Progress					Goals	Baseline	Actuals				
			2012-13	2013-14	2014-15	2015-16	2016-17	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	
1	85% of AVID/TOPS/College students will be retained in the program from year to year.	All students	70%	75%	80%	82%	85%	82.5%						
		White	70%	75%	80%	82%	85%	n/a						
		African American	70%	75%	80%	82%	85%	n/a						
		Hispanic	70%	75%	80%	82%	85%	n/a						
		Asian	70%	75%	80%	82%	85%	n/a						
		Multi-racial	70%	75%	80%	82%	85%	n/a						
		Low income	70%	75%	80%	82%	85%	n/a						
		ELL	70%	75%	80%	82%	85%	n/a						
2	AVID/TOPS/College Club students maintain an overall attendance rate of 95%.	All students	95%	95%	95%	95%	95%	95%						
		White	95%	95%	95%	95%	95%	95%						
		African American	95%	95%	95%	95%	95%	95%						
		Hispanic	95%	95%	95%	95%	95%	94%						
		Asian	95%	95%	95%	95%	95%	95%						
		Multi-racial	95%	95%	95%	95%	95%	95%						
		Low income	95%	95%	95%	95%	95%	95%						
		ELL	95%	95%	95%	95%	95%	n/a						
3	AVID/TOPS/College Club students will have an average of 1 or fewer behavior points per year.	All students	<1	<1	<1	<1	<1	0.5						
		White	<1	<1	<1	<1	<1	0.65						
		African American	<1.5	<1	<1	<1	<1	1.14						
		Hispanic	<1	<1	<1	<1	<1	0.018						
		Asian	<1	<1	<1	<1	<1	0.49						
		Multi-racial	<1	<1	<1	<1	<1	0.49						
		Low income	<1	<1	<1	<1	<1	0.61						
		ELL	<1	<1	<1	<1	<1	n/a						
Special Education	<1	<1	<1	<1	<1	n/a								

Note: Due to small numbers, results for Native American and Pacific Island students are omitted.

Description/discussion: Currently, we do not have a systematized and consistent method for tracking and reporting retention rates. Our current system has some gaps in collection and therefore, we would like to take a year to norm our retention numbers and begin to develop a consistent measure and tracking system.

Data source: AVID Data Dashboard and WISCAPE 2010-11 data and data collection reports from each site.

Notes: Attendance and behavior rates are currently unavailable for ELL and Special Education students from the 2011-12 school year. These figures will be updated in December following the release of the WISCAPE 2011-12 AVID/TOPS Assessment.

Gap Plan Progress Indicators

Ch 2, #10 - Expand Advancement Via Individual Determination (AVID)

Goal 2 - College Readiness

Reff#	AVID/TOPS/College Club students will graduate from high school on time and be ready to succeed in college:	Subgroup	Yearly Progress					Goals	Baseline						Actuals						
			2012-13	2013-14	2014-15	2015-16	2016-17	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17		
1	AVID/TOPS/College Club students' core GPA will be 25% higher than the comparison group.	All students	25%	25%	25%	25%	25%	25%	25%												
		White	25%	25%	25%	25%	25%	25%	17%												
		African American	n/a	n/a	n/a	n/a	n/a	n/a	66%												
		Hispanic	n/a	n/a	n/a	n/a	n/a	n/a	29%												
		Asian	25%	25%	25%	25%	25%	25%	16%												
		Multi-racial	25%	25%	25%	25%	25%	25%	21%												
		Low income	25%	25%	25%	25%	25%	25%	n/a												
		ELL	25%	25%	25%	25%	25%	25%	n/a												
2	75% of students will have a cumulative GPA of 3.00 or higher by the end of their Junior year.	All students	43%	50%	60%	68%	75%	43%													
		White	43%	50%	60%	68%	75%	n/a													
		African American	43%	50%	60%	68%	75%	n/a													
		Hispanic	43%	50%	60%	68%	75%	n/a													
		Asian	43%	50%	60%	68%	75%	n/a													
		Multi-racial	43%	50%	60%	68%	75%	n/a													
		Low income	43%	50%	60%	68%	75%	n/a													
		ELL	43%	50%	60%	68%	75%	n/a													
3a	100% of AVID/TOPS/College Club students will take the EPAS series of college-preparatory tests (EXPLORE, PLAN and ACT).	All students	95%	100%	100%	100%	100%	95%													
		White	95%	100%	100%	100%	100%	n/a													
		African American	95%	100%	100%	100%	100%	n/a													
		Hispanic	95%	100%	100%	100%	100%	n/a													
		Asian	95%	100%	100%	100%	100%	n/a													
		Multi-racial	95%	100%	100%	100%	100%	n/a													
		Low income	95%	100%	100%	100%	100%	n/a													
		ELL						n/a													
3b	AVID/TOPS/College Club EPAS scores will be 10% higher than the comparison group.	All students	10%	10%	10%	10%	10%	10%													
		White	TBD	TBD	TBD	TBD	TBD	n/a													
		African American	TBD	TBD	TBD	TBD	TBD	n/a													
		Hispanic	TBD	TBD	TBD	TBD	TBD	n/a													
		Asian	TBD	TBD	TBD	TBD	TBD	n/a													
		Multi-racial	TBD	TBD	TBD	TBD	TBD	n/a													
		Low income	TBD	TBD	TBD	TBD	TBD	n/a													
		ELL	TBD	TBD	TBD	TBD	TBD	n/a													

		Yearly Progress				Goals	Baseline	Actuals			
		Special Education	TBD	TBD	TBD	TBD	n/a				
4	75% of students will meet the PLAN or ACT benchmark scores by Junior year.	All students	53%	59%	64%	70%	75%	48%			
		White	69%	74%	79%	85%	75%	67%			
		African American	44%	49%	55%	60%	75%	36%			
		Hispanic	57%	62%	67%	73%	75%	52%			
		Asian	52%	57%	63%	68%	75%	46%			
		Multi-racial	65%	70%	75%	81%	75%	62%			
		Low income	49%	54%	59%	65%	75%	42%			
		ELL	32%	37%	43%	48%	75%	21%			
		Special Education	68%	73%	79%	84%	75%	66%			
5a	80% of students will take at least one honors/AP class during high school	All students	49%	54%	60%	65%	80%	41%			
		White	TBD	TBD	TBD	TBD	TBD	n/a			
		African American	TBD	TBD	TBD	TBD	TBD	n/a			
		Hispanic	TBD	TBD	TBD	TBD	TBD	n/a			
		Asian	TBD	TBD	TBD	TBD	TBD	n/a			
		Multi-racial	TBD	TBD	TBD	TBD	TBD	n/a			
		Low income	TBD	TBD	TBD	TBD	TBD	n/a			
		ELL	TBD	TBD	TBD	TBD	TBD	n/a			
		Special Education	TBD	TBD	TBD	TBD	TBD	n/a			
5b	25% of students will take at least two honors/AP class during high school	All students	10%	15%	20%	25%	25%	n/a			
		White	10%	15%	20%	25%	25%	n/a			
		African American	10%	15%	20%	25%	25%	n/a			
		Hispanic	10%	15%	20%	25%	25%	n/a			
		Asian	10%	15%	20%	25%	25%	n/a			
		Multi-racial	10%	15%	20%	25%	25%	n/a			
		Low income	10%	15%	20%	25%	25%	n/a			
		ELL	10%	15%	20%	25%	25%	n/a			
		Special Education	10%	15%	20%	25%	25%	n/a			

Note: Due to small numbers, results for Native American and Pacific Island students are omitted.

Description/discussion: The comparison group is a group of demographically and academically similar non-AVID/TOPS students. This group is created by WISCAPE as part of their ongoing assessment of AVID/TOPS. Baseline data for many subgroups is currently unavailable but will be updated in December following the release of the WISCAPE 2011-12 AVID/TOPS Assessment. After baseline data is entered, goals will be created or modified as needed.

Data source: AVID Data Dashboard and WISCAPE 2010-11 data and data collection reports from each site

Notes: 1. Goals are listed as n/a for groups where the goal is already met and in the monitoring stage.

Gap Plan Progress Indicators
 Ch 2, #10 - Expand Advancement Via Individual Determination (AVID)
 Goal 3 - College Attendance

Ref#	Students will enroll, attend and graduate from post-secondary institutions	Subgroup	Yearly Progress					Goals	Baseline	Actuals				
			2012-13	2013-14	2014-15	2015-16	2016-17	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	
1	100% if AVID/TOPS seniors will apply to at least 3 post-secondary institutions.	All students	80%	85%	90%	95%	100%	n/a						
		White	80%	85%	90%	95%	100%	n/a						
		African American	80%	85%	90%	95%	100%	n/a						
		Hispanic	80%	85%	90%	95%	100%	n/a						
		Asian	80%	85%	90%	95%	100%	n/a						
		Multi-racial	80%	85%	90%	95%	100%	n/a						
		Low income	80%	85%	90%	95%	100%	n/a						
		ELL	80%	85%	90%	95%	100%	n/a						
2	95% of AVID seniors will enroll and attend a post-secondary institution.	All students	90%	95%	95%	95%	95%	n/a						
		White	90%	95%	95%	95%	95%	n/a						
		African American	90%	95%	95%	95%	95%	n/a						
		Hispanic	90%	95%	95%	95%	95%	n/a						
		Asian	90%	95%	95%	95%	95%	n/a						
		Multi-racial	90%	95%	95%	95%	95%	n/a						
		Low income	90%	95%	95%	95%	95%	n/a						
		ELL	90%	95%	95%	95%	95%	n/a						
3	College persistence (measures and percentages to be managed by Boys and Girls Club of Dane County)	All students	TBD	TBD	TBD	TBD	TBD	n/a						
		White	TBD	TBD	TBD	TBD	TBD	n/a						
		African American	TBD	TBD	TBD	TBD	TBD	n/a						
		Hispanic	TBD	TBD	TBD	TBD	TBD	n/a						
		Asian	TBD	TBD	TBD	TBD	TBD	n/a						
		Multi-racial	TBD	TBD	TBD	TBD	TBD	n/a						
		Low income	TBD	TBD	TBD	TBD	TBD	n/a						
		ELL	TBD	TBD	TBD	TBD	TBD	n/a						
Special Education	TBD	TBD	TBD	TBD	TBD	n/a								

Note: Due to small numbers, results for Native American and Pacific Island students are omitted.

Description/discussion: Baseline data is largely unavailable for 2011-12 because of inadequate data tracking systems. Baseline data and goals will be updated following the 2012-13 school year when new data tracking mechanisms are in place.

Data source: AVID Data Dashboard and WISCAPE 2010-11 data and data collection reports from each site

Notes: 2. The first graduating class at East had a 100% college attendance rate. However, as the program expands, we expect that rate to decrease and then increase again over time.



Accountability Plan for Achievement Gap Programs and Positions

Program or Position:
Chapter 2 - Drop-out Recovery Program

Implementation Timeline:
September 2012-June 2013

Communication to Stakeholders:
Share information with high school principals, assistant principals, Student Services staff to inform them about Operation Fresh Start – Pathways and the criteria for admission as well as the process for referral. These groups will be provided with quarterly status reports that include information about their students’ academic and behavioral progress, success in their vocational placements and whether or not those students will continue for the next quarter. The information will be provided by OFS and communicated to schools by Sally Schultz and Nancy Yoder. These status reports will also include information about available ‘seats’ in the program so that additional students can be referred if space allows. High School students as stakeholders will receive information about availability of space at OFS-Pathways through the Student Services staff, primarily their counselors.

Stakeholder Input:
High school staff responsible for referring students to OFS will meet twice per year with the Director of Student Services and Alternative Education to share their data regarding “student demand” for OFS. Stakeholders will have an opportunity to dialogue with OFS staff about what makes a student a good candidate for the program. This will increase the potential for student success in the OFS Pathways program.

Expectations of Stakeholders:
Funding of \$180,000 has been allocated for the OFS-Pathways program to provide academic instruction and vocational training for up to 30 students (ages 18-21). These student stakeholders have the opportunity, support and instruction to meet graduation requirements in order to receive MMSD diplomas.

Description of Program and Anticipated Results:
OFS Pathways is a full-time program for students ages 18 and older who are in need of an alternative setting in order to demonstrate proficiency in the critical areas necessary to fulfill graduation requirements to obtain an MMSD diploma. A 50% MMSD teacher will collaborate with OFS staff to provide academic instruction and support in addition to vocational training and post-secondary planning opportunities. It is anticipated that 80% of OFS-Pathways students will graduate by June 30, 2013.

Training:
The new MMSD teacher will receive professional development with the Innovative and Alternative Education (I & A) program staff and with the OFS program staff. The focus of professional development with I & A will be Response to Intervention and literacy which will be delivered monthly at staff meetings and at October and February district PD days. The focus of PD with OFS will be on vocational training, life skills and postsecondary planning, provided at weekly staff meetings at OFS.

Internal Point People:

Nancy Yoder, Executive Director of Student Services and Alternative Education
Sally Schultz, Director of Innovative and Alternative Programs

Qualitative Review and Challenges:

11/1/12

Gap Plan Progress Indicators

Chapter 2 - Drop-Out Recovery Program in Conjunction with Operation Fresh Start

Ref#	Indicator Name	Subgroup	Yearly Progress					Goals	Baseline		Actuals				
			2012-13	2013-14	2014-15	2015-16	2016-17	n	%	2012-13	2013-14	2014-15	2015-16	2016-17	
1	Increase in on-time graduation rate for participating students	All students	70%	75%	80%	85%	90%	35	n/a						
		White	70%	75%	80%	85%	90%	17	n/a						
		African American	70%	75%	80%	85%	90%	10	n/a						
		Hispanic	70%	75%	80%	85%	90%		n/a						
		Asian	70%	75%	80%	85%	90%		n/a						
		Multi-racial	70%	75%	80%	85%	90%		n/a						
		Low income	70%	75%	80%	85%	90%	30	n/a						
		ELL	70%	75%	80%	85%	90%		n/a						
Special Education	70%	75%	80%	85%	90%		n/a								

Note: Due to small numbers, results for Native American and Pacific Island students are omitted.

Description/discussion: The Drop-Out Recovery Program is new as of the 2012-13 school year, so no baseline data exists for 2011-12. Thirty-five students are participating in the inaugural program. As students leave the program, new students fill their spots so that enrollment is always approximately 35 students.

Data source: Graduation rates reflect the percentage of Drop-Out Recovery Program participants completing the program and obtaining a high school credential.

Notes:

Accountability Plan for Achievement Gap Programs and Positions

Program or Position:

Chapter 3, #11: Implement Comprehensive Diversity Training for all Staff

Implementation Timeline:

Fall-Spring 2012-13

Collaboration to create conceptual framework for training

- Bring together experts in the community.
- Build a network of trainers.
- Hire 2.0 FTE Instructional Resource Teachers for Cultural Relevance to work as a part of a team of Instructional Resource Teachers for Cultural Relevance, with an emphasis on implementing district-wide diversity training
- Schools and departments will re-launch Equity Teams
- Train-the-Trainer Institute for MMSD staff and community members
- Identify participants as Leadership Cadre
- Coordinate 3-5 day training for participants
- Required introductory Culturally and Linguistically Responsive (CLR) workshop for instructional staff.
- Diversity training and follow up coaching for principals, central administration.

2013-2014

- Continue initiatives from 2012-13.
- Diversity training and coaching for teachers.
- Department and division equity audits.
- Begin Fidelity of Implementation Walkthroughs (RtI).

2014-2015

- Continue initiatives from previous years.
- Diversity training and coaching for support staff.
- Department and division equity audits.

Communication to Stakeholders:

- Department of Diversity and Equity Newsletter.
- Department of Community Engagement and Public Information.
- PD Online Registration and associated communications.
- Social media (district web site).
- Local media (Umoja, Capitol City Hues).

Stakeholder Input:

Participants in diversity training will provide data and feedback in the form of professional learning surveys on the impact and effectiveness of diversity training. Equity Teams will meet regularly to discuss best practices observed in their schools/departments, and to make decisions that increase equitable access to teaching and learning for all students.

Expectations of Stakeholders:

Participation in required professional development.
Schools and departments will re-launch equity team work.

Description of Program and Anticipated Results:

MMSD will implement comprehensive diversity training for all staff and accountability around fidelity of implementation of practices. The district will collaborate with local and national partners to create the conceptual framework for the training and a training plan that are aligned with current theory and practice around teaching and leading for diversity, equity, and social justice. A cohort of teachers who are using promising practices in these areas has been identified and will be invited to help lead the development of the model.

Progress Indicators

1. Culturally and Linguistically Responsive workshop (CLR) course for instructional staff.
2. Leadership cadre will be identified and developed through train-the-trainer seminars.
3. Ongoing professional development opportunities in CLR to develop leadership cadre.
4. Training surveys will indicate increased knowledge and understanding of concepts.
5. Schools and departments will re-launch equity teams and will complete equity reports.
6. Reports will indicate positive growth in equity areas.
7. Fidelity of Implementation Walkthroughs.
8. Professional development satisfaction surveys, family satisfaction and involvement surveys, student/staff engagement surveys, and student achievement and behavior data will all indicate positive growth.

Training:

District-wide Diversity Training and Coaching for All Staff. All staff will participate in diversity training for fidelity of implementation of practices. This includes the following action steps:

- Work with partners in creating and implementing a tiered system of diversity based on current best practices in the field; foundational and advanced training.
- Hire two Instructional Culturally Responsive Pedagogy coaches. Provide coaching to schools through school support teams and other existing systems (2.0 FTE).
- Continue to explore the possibility of implementation of a cultural competence assessment for non-evaluative identification of staff members' strengths and areas of growth related to cultural competence.
- Develop Stronger Collaborations Around District Diversity Training.
- Implement Promising Practices Cohort Work.

Internal Point People: Shahanna M. Baldon, Brad Kose, Nancy Yoder, Kimiko Ott, and Director of African American Student Achievement (vacant)

Qualitative Review and Challenges:

11/1/12

Accountability Plan for Achievement Gap Programs and Positions

Program or Position:

Chapter 3, #12: Create Cultural Practices that are Relevant Model School

<p>Implementation Timeline:</p> <p>Fall - Spring 2012-13 Planning Year:</p> <ul style="list-style-type: none"> • Coordinate meeting with the CPR pilot school and Parent Liaisons to collaborate on model school vision, non-negotiables, clarity of practices and professional development. • Establish the Professional Development needs, interest of teachers, and materials needed for success. • Establish time lines. • Communicate to stakeholders.
<p>Communication to Stakeholders:</p> <ul style="list-style-type: none"> • Department of Diversity and Equity Newsletter • Department of Community Engagement and Public Information • Local media • Social media • Community events • Other
<p>Stakeholder Input: District leadership, principals, staff and parent liaisons from the CPR pilot schools will meet on a regular basis to collaboratively define the vision, key components, and timeline necessary for an effective CPR Model School.</p>
<p>Expectations of Stakeholders: To be determined during planning, as stakeholders are not yet identified.</p>
<p>Description of Program and Anticipated Results:</p> <p>The recommendation for a Cultural Practices that are Relevant (CPR) Model School addresses two primary needs: the need for the creation of more and better programs and services for underserved students, and the need for a school-based hub for professional development on integrating and balancing cultural knowledge while promoting rigor and excellence in the content areas.</p> <p>The CPR model school's combination of culturally responsive instruction, high expectations for achievement, early and extended learning, character development, and strong community partnerships will comprise an incubator for important elements of district instructional improvement efforts as well as the creation of an integrated continuum of cradle-to-college and career services across the community.</p> <p>The vision for the model school is based on the following additional, previously identified areas for growth for our district and our community: providing high expectations, acceleration and enrichment opportunities for students to eliminate gaps in student achievement; providing opportunities for early and extended learning; hiring for diversity through the "Grow Your Own" model; providing ongoing culturally responsive professional development for MMSD staff;</p>

collaborating with institutions of higher education and other community organizations; and maximizing parental involvement.

Through the model school devoted to culturally relevant pedagogical practice, all MMSD staff will have the opportunity to see how these practices impact and motivate students to become academically and socially engaged learners. This will increase traction and momentum for replicating best practices across sites.

Model School Objectives

To increase the cultural competence of staff in a single model school so that exemplary practices can be shared and replicated district-wide.

Provide a rigorous, college and career ready academic program that is integrated with culturally relevant curricula, instructional practices, and models for family involvement.

To demonstrate the effectiveness of culturally relevant pedagogy to increase achievement and engagement, and reduce behaviors that negatively impact learning.

To provide a model and training protocol that will better prepare staff to work with students of color and other students from underserved populations.

To provide a model for parents as equal partners in their children's success.

Model School Components

1. Professional Development Hub that offers classroom visits and observations available to staff districtwide and to pre-service teachers.
2. Schoolwide culturally and linguistically responsive teaching.
3. African American Language Development (AAL) & Dual Language Immersion
4. (DL) Strands.
5. Student Empowerment Groups:
 - a. Mentoring - Project Butterfly
 - b. AVID for 5th grade students
6. Culturally Relevant Saturday School Programs.
7. Freedom Schools Summer Programs for Students.
8. Parent University, Play & Learn, Parent Empowerment Groups, Parent Resource Center.
9. Exploration with local colleges/universities for Certification Program – for undergraduate and graduate students.
10. Partnership with Madison Cultural, Linguistics and Diversity Center.

Progress Indicators

- Increased student attendance
- Increased student achievement (WKCE, PAL, AIMSweb)
- Improved school culture (Gallup survey results)
- Walk through rubric
- Number of hours of professional development/training provided to staff at school and outside of school
- Number of participants who attended PD/ training events

Training:

To be determined during planning.

Internal Point People: Shahanna M. Baldon, Kimiko Ott, AND Director of African American Student Achievement (Vacant), in collaboration with Brad Kose, Lisa Wachtel, Scott Zimmerman, Sue Schaar, Nancy Yoder, and John Harper.

Qualitative Review and Challenges:

Accountability Plan for Achievement Gap Programs and Positions

Program or Position:

Chapter 3, #13: Integrate Cultural Relevance into District-Wide Professional Development

Implementation Timeline:

2012 - 2013

Hire PD position for embedding of cultural relevance work across district PD initiatives

- Elementary Instructional Resource Teacher training
- Middle School Learning Coordinator Teacher training
- High School Literacy Coach Teacher training,
- New Administrator training
- Mentor Program,
- School teams, etc.
- Assess district PD, create goals for embedding cultural relevance
- Review goals, create report on successes and areas for growth

2013 - 2014

- Continue cycle of needs assessment, goal setting, and reflective implementation

Communication to Stakeholders:

Department of Diversity and Equity Newsletter
 Department of Community Engagement and Public Information
 PD Online Registration and associated communications

Stakeholder Input:

Cross-department collaboration will take place on a regular basis for the purpose of defining the collective professional learning needs of the district. In addition, input from professional learning surveys will be analyzed to create differentiated professional learning opportunities and ongoing follow-up support for all stakeholders.

Expectations of Stakeholders:

- Equity Department will interface with School Support Teams and literacy development.
- Staff will participate in professional development opportunities.

Description of Program and Anticipated Results:

One teacher position and one-half educational assistant position will be created to oversee the integration of cultural relevance training into other district professional development and will support research-based practices to develop expertise in cultural relevance work across systems.

Progress Indicators

1. Fill positions.
2. Collaborate with other departments to create a comprehensive PD plan.

Training:

This work will focus on comprehensive professional learning planning through the Department of Diversity and Equity and district-wide. Integration of cultural relevance framework will have a special focus on professional learning highlighted in the Achievement Gap Plan.

Internal Point People:

Shahanna M. Baldon, Brad Kose, Kimiko Ott, and Director of African-American Student Achievement (vacant)

Qualitative Review and Challenges:

11/1/12

Accountability Plan for Achievement Gap Programs and Positions

Program or Position:

Chapter 4 , #14 – Support the Social, Emotional, and Behavioral Development of All Students (Behavior Education Assistants, BEAs)

Implementation Timeline:

September 2012-June 2013

Communication to Stakeholders:

Elementary schools with an average of 6-9 Office Discipline Referrals (ODRs) per day have been allocated a full-time Behavior Education Assistant (BEA) for 32 hours per week to support the principal with student discipline issues. These schools are Mendota, Leopold, Falk, Schenk and Hawthorne.

Elementary schools with an average of 3-5 ODRs per day have been allocated a half-time BEA for 20 hours per week. These schools are Gompers, Allis, Crestwood, Lakeview, Lindbergh, Lowell, Elvehjem, Muir, Olson, Orchard Ridge, Stephens and Thoreau.

Elementary principals have been provided with a formal job description and an interview rubric to assist in hiring and supporting all new BEAs. Principals will receive quarterly updates from PBS External Coaches relative to the content of the monthly PD sessions for BEAs and will have the opportunity to share PD needs that they see.

Stakeholder Input:

Principals and PBS Coaches have an opportunity to meet three times per year with their external coaches to review behavior data and provide input for professional development topics for BEAs.

Expectations of Stakeholders:

Elementary principals expect that the Behavior Education Assistants will receive support and professional development from central office to develop common best practices across schools. It is expected that the BEA will work closely with the PBS Team at the school level in order to integrate the work of the BEA with the larger PBS work in the school. The PBS External Coach will communicate monthly with BEAs and quarterly with principals.

Description of Program and Anticipated Results:

Behavior Education Assistants will work both proactively and reactively with students who need support to increase positive behavior in school. The BEAs will work with students to process behavior events with a focus on accepting responsibility for one's actions, repairing any harm done and returning as quickly as possible to the learning environment. It is anticipated that there will be an increase in the amount of time students are engaged in learning activities and a decrease in lost learning time due to misbehavior. This will be measured by tracking the ODRs on a monthly basis. It is anticipated that there will be a 30% decrease in ODRs in the year following the implementation of this resource. It is also anticipated that there will be an increase in the amount of time principals and Student Services staff are able to focus on proactive strategies for learning and behavior rather than on responding to student misbehavior. This will be measured by calculating 'time recovered' by these staff members.

Training:

Behavior Education Assistants will attend monthly professional development sessions provided by central office PBS External Coaches. Topics include understanding the PBS framework, using PBS data, de-escalation strategies, restorative practices and trauma-informed practices. They will attend school-based training with the PBS Coaches in their schools on a quarterly basis.

Internal Point People:

Nancy Yoder, Executive Director for Student Services and Alternative Education
Sara Knueve, PBS External Coach

Qualitative Review and Challenges:

11/1/12

Gap Plan Progress Indicators
 Chapter 4, #14 - Behavior Education Assistants

Ref#	Indicator Name	Subgroup	Yearly Progress					Goals	Baseline	Actuals				
			2012-13	2013-14	2014-15	2015-16	2016-17	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	
1	30% reduction in Office Discipline Referrals at targeted schools by 2014-15	All students	12,105	10,760	9,415	9,415	9,415	13,450						
		White	1,737	1,544	1,351	1,351	1,351	1,930						
		African American	7,366	6,547	5,729	5,729	5,729	8,184						
		Hispanic	1,017	904	791	791	791	1,130						
		Asian	178	158	139	139	139	198						
		Multi-racial	1,774	1,577	1,380	1,380	1,380	1,971						
		Low income	10,411	9,254	8,098	8,098	8,098	11,568						
		ELL	819	728	637	637	637	910						
		Special Education	4,095	3,640	3,185	3,185	3,185	4,550						

Note: Due to small numbers, results for Native American and Pacific Island students are omitted.

Description/discussion: Targeted schools are Allis, Crestwood, Elvehjem, Falk, Gompers, Hawthorne, Lake View, Leopold, Lindbergh, Lowell, Mendota, Muir, Olson, Orchard Ridge, Schenk, Stephens, Thoreau

Data source: Data comes from a query of behavioral referrals at targeted schools during the academic year. One event can involve multiple students, and when this occurs, every student who received a referral as a result of the event counts toward the total of Office Discipline Referrals noted above. Therefore, the total reflects not negative behavior events, but the number of times students were cited for negative behavior.

Notes: The gap plan also includes the following progress indicators not mentioned above: 1. Instructional time lost for students due to behavior incidents will be reduced by 30%. 2. Administrative time lost for principals due to behavior incidents will be reduced by 50%. The first should align with the indicator presented above exactly. No data exists to track the second.

Accountability Plan for Achievement Gap Programs and Positions

Program or Position:

Chapter 4, #15 – Increase Options for Restorative Practices in the MMSD Student Conduct and Discipline Plan

Implementation Timeline:
September 2012-June 2013

Communication to Stakeholders:

The district issued an RFP to invite community providers to submit proposals to partner with the district to implement this initiative. A recommendation regarding the partnering organization will be made to the Board of Education for approval in October, 2012. PBS External Coaches will meet monthly with principals and PBS Coaches at targeted schools to ensure fidelity of practice. The Restorative Practices Resource Staff and Director of Student Services will meet monthly with the partner organization and results of these meetings will be communicated to principals.

Stakeholder Input:

Principals of schools targeted for participation will meet on a quarterly basis to discuss best practices observed in their schools and the impact of the program on the overall school culture and climate. This input will be used to make decisions regarding the standardization of restorative practices across the district.

Expectations of Stakeholders:

It is expected that Restorative Practices will continue at La Follette, Sennett and Blackhawk and will begin at East, O’Keeffe, Whitehorse and Sherman in 2012-13. Staff and students at targeted schools can expect support and professional development 3 times per year in the area of Restorative Practices in order to become ‘Circle Keepers’ and to become skilled at using Restorative Practices in their schools.

Description of Program and Anticipated Results:

The MMSD Student Conduct and Discipline Plan and Code of Conduct are focused primarily on consequences and punishments for student behavior that often result in exclusionary practices that remove students from the learning environment. A missing aspect of the current Code of Conduct is the explicit flexibility to use alternative strategies designed to help students understand and take responsibility for the harm they have caused by their actions. Restorative Practices promote the implementation of Restorative Circles in lieu of traditional discipline strategies such as exclusion and removal from instruction. Restorative Practices and Restorative Circles can be effectively used as alternatives to suspension and expulsion as well as an excellent tool for transitioning students back from suspension and expulsion when those consequences do occur. It is anticipated that implementation of Restorative Practices will decrease suspensions by 30% after one year of implementation.

Training:

The partner organization will provide professional development for students and staff at the targeted schools 3 times per year to increase knowledge and skills in the area of restorative practices. They will also provide monthly on-site support and coaching at new and continuing schools.

Internal Point People:

Nancy Yoder, Executive Director of Student Services and Alternative Education
Lonna Stoltzfus, Restorative Practices Resource Staff

Qualitative Review and Challenges:

11/1/12

Gap Plan Progress Indicators

Chapter 4, #15 - Increase Options for Restorative Practices

Ref#	Indicator Name	Subgroup	Yearly Progress					Goals	Baseline	Actuals				
			2012-13	2013-14	2014-15	2015-16	2016-17	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	
1	30% reduction in suspensions by 2014-15 at targeted schools: La Follette, Sennett, Blackhawk, East, Sherman, O'Keeffe, and Whitehorse	All students	1634	1501	1369	1236	1236	1766						
		White	311	286	260	235	235	336						
		African American	929	853	778	703	703	1004						
		Hispanic	159	146	133	120	120	172						
		Asian	20	19	17	15	15	22						
		Multi-racial	209	192	175	158	158	226						
		Low income	1410	1295	1181	1067	1067	1524						
		ELL	116	106	97	88	88	125						
2	Reduce demographic disproportionality in suspensions at targeted schools	Special Education	773	711	648	585	585	836						
		White	n/a	n/a	n/a	n/a	n/a	19%						
		African American	50%	43%	36%	29%	23%	57%						
		Hispanic	n/a	n/a	n/a	n/a	n/a	10%						
		Asian	n/a	n/a	n/a	n/a	n/a	1%						
		Multi-racial	12%	11%	11%	10%	9%	13%						
		Low income	81%	75%	69%	63%	58%	86%						
		ELL	n/a	n/a	n/a	n/a	n/a	7%						
Special Education	42%	36%	30%	25%	19%	47%								

Note: Due to small numbers, results for Native American and Pacific Island students are omitted.

Description/discussion:

Data source: Baseline data comes from preliminary ISES discipline counts for the 2011-12 school year as of 9/27/12. Numbers show out of school suspensions only.

Notes: 1. The goal of reducing demographic disproportionality in suspensions by the year 2016-17 is based on 2012-13 Third Friday demographics at targeted schools. In other words, the goal is for the demographic breakout of suspensions to match the overall demographic breakout in these schools.

2. "n/a" appears in the goals for each group that is not currently overrepresented in the pool of suspended students. Although the goal of decreasing the share of suspensions for African American, Multi-racial, Low income, and Special Education students implies that the share of suspensions for other groups must increase, it is inappropriate to present specific numeric goals that imply some groups should be suspended more often. Therefore, rather than setting inappropriate and misleading goals for these groups, we instead consider their goals to be not applicable.

Accountability Plan for Achievement Gap Programs and Positions

Program or Position:

Chapter 5, #16: Implement a Comprehensive Family Engagement Program and Provide Parent Liaisons

Implementation Timeline:

2012 - 2013

- Collaborate with MSCR around the needs of open schoolhouse services for community schools.
- Identify four pilot schools.
- Recruit, hire, and train parent liaisons for the community schools.
- Implement parent liaison roles.
- Hire clerical and technical support staff.
- Hire IRTs for Cultural Relevance
- Hire BRS staff.
- Work on the concept of Community Schools.
- Develop Parent University Modules Framework and Implementation Schedule.
- Develop Parent Task Forces in all four attendance areas to focus on advocacy, communication, parent input (eg: ESEA collaboration, etc.) and topics of interest.
- Develop Parent University community partnerships.
- Develop community stakeholder coalition for wrap around care.
- Identify key staff to participate on Interdisciplinary policy review team.
- Provide training for staff at community schools.
- Develop and begin implementing Parent University.
- Implement open schoolhouse/wrap around services in identified community schools.

Communication to Stakeholders:

- Parent University website at <https://culturalrelevancweb.madison.k12.wi.us/paa-parent-advocacy-groups>
- District Parent Newsletter
- Department of Community Engagement and Public Information
- Local Publications
- Press Release
- Community Events

Stakeholder Input:

Parent Surveys will be utilized to gather data from schools regarding parent empowerment and family engagement. Results will be analyzed and used to inform the work of Parent Task Force committees for each attendance area. The Parent Task Force will meet monthly to discuss current issues and best practices regarding parent empowerment and family engagement. Based on input from Parent Surveys, the Parent Task Force committees, and their work with schools, Parent Liaisons and IRTs for Family Engagement will work collaboratively to develop district-wide strategies to increase parent advocacy, family engagement, and student achievement. Resulting data and information will be collectively used as input to develop the district's Comprehensive Family Engagement Program.

Expectations of Stakeholders:

Expectations of stakeholders will be developed collectively in planning.

Description of Program and Anticipated Results:

Parent University will be developed and implemented, based on guidelines and services that encompass a variety of models.

Training:

Parent University will educate both parents and school staff on the following issues identified by parents and schools:

- Disproportionality of school failure among African Americans and Latino students
- Racial disproportionality in delinquency and missed instructional time in school
- Over-identification of students of color for special education and underutilization of effective special education services

Additionally, there will be special training and ongoing coaching for all new Parent U position hires.

Internal Point People:

Shahanna M. Baldon, Kimiko Ott, Lisa Kvistad, Marcia Standiford, Nancy Yoder, Sue Abplanalp, Principals

Qualitative Review and Challenges:

11/1/12

Accountability Plan for Achievement Gap Programs and Positions

Program or Position:

Chapter 6, #17: Recruiting, Selecting, and Retaining a Diverse Workforce

1.0 FTE Human Resources staff to identify, communicate with, and assist applicants of color, to ensure that all application materials are submitted in accordance with district protocols and that the district maintains contact with candidates in the applicant pool to communicate continuing interest in employing them. This staff member will also work with the Grow Our Own programs.

Implementation Timeline:

Summer- Fall, 2012

Hire 1.0 FTE HR position – establish objective measures for performance

September, 2012

Establish Superintendent's charge to staff

Spring, 2013 +

Plan for and implement all recommendations related to hiring for diversity

2015

Rewrite MMSD Affirmative Action Plan

Communication to Stakeholders:

- Annual Hiring Report
- Periodic updates to the Board of Education
- Department of Diversity and Equity newsletter, website
- Affirmative Action Advisory Committee email updates
- Department of Community Engagement and Public Information
- Community Events
- Recruiting Visits

Stakeholder Input:

- Joint recruitment initiatives & planning with community partners (Urban League, LaSup, LaMovida)
- Comprehensive survey of all MMSD staff of color related to recruitment and retention to inform improvements to recruiting initiatives and retention strategies

Expectations of Stakeholders:

Expectations will be co-created with the following groups, based on the Superintendent's charge:

- Employee Handbook Workgroup
- Interdepartmental Diversity Hiring Workgroup (HR, Diversity & Equity, Affirmative Action)
- Hiring Authorities and Interview Committees, based on Superintendent's charge and conveyed through professional development
- Affirmative Action Advisory Council

- Grow Your Own program participants

Description of Program and Anticipated Results:

A workforce that more closely matches the racial, ethnic, and cultural diversity of the MMSD student population will bring important perspectives and insights to organizational decisions and to students' daily educational experiences; there are academic and social gains for children that may be realized when a more diverse work force is developed. The district will:

- determine annual hiring goals,
- develop a recruiting plan and three "grow our own" programs,
- make changes to hiring and evaluation infrastructure, and
- develop of an annual hiring report.

Training:

No training on Hiring for Diversity is identified in the plan. The Department of Diversity and Equity will be including training for hiring authorities and interview teams as part of its comprehensive diversity training plan.

Internal Point People:

Shahanna M. Baldon, June Glennon, Amos Anderson, Bob Nadler

Progress Indicators:

- Annual hiring goals are created by the superintendent and reviewed by the BOE by the end of the 2012-13 school year.
- Grow Our Own program is developed with a plan for implementation for 2013-14.
- Annual hiring report is completed and reviewed by the BOE during fall/winter 2012.

Qualitative Review and Challenges:

11/1/12