



MADISON METROPOLITAN SCHOOL DISTRICT

Draft Budget 2013-2014

April 22, 2013

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BUDGET OVERVIEW

The Madison Metropolitan School District's proposed 2013-2014 balanced budget provides resources for a sound education for the district's children.

The proposed 2013-2014 balanced budget continues to put resources where they are most needed in the classrooms.

Total spending under the balanced budget is \$392,807,993 which is a decrease of \$70,235 or (0.02%) less than the 2012-13 Revised Budget. The change to the revenue limit plus other fund increases or decreases comprises the entire proposed budget. The property tax levy would increase by \$18,385,847 or 7.38% to \$267,675,929.

The total MMSD 2013-14 balanced budget includes many funds. A fund is a separate set of accounting records, segregated for the purpose of carrying on specific activities. A fund is established for accountability purposes to demonstrate that financial resources are being used only for permitted purposes. The Wisconsin Department of Public Instruction specifies the various funds required to be used by Wisconsin school districts.

2013-2014 Budget by Fund

Budget	2012-2013	2013-2014 Balanced	Change	% Change
General (Funds 10, 21, 23, 27.) Less Interfund Transfers	\$ 356,111,544	\$ 353,479,042	\$ (2,632,502)	-0.74%
Debt Service (Funds 38, 39)	4,240,725	6,437,300	\$ 2,196,575	51.80%
Capital Projects (Fund 40)	6,601,809	5,808,133	\$ (793,676)	-12.02%
Food Service (Fund 50)	10,208,302	10,737,198	\$ 528,896	5.18%
Trust Fund (Fund 70)	74,335	-	\$ (74,335)	-100.00%
Community Services (Fund 80)	15,251,346	15,987,983	\$ 736,637	4.83%
Cooperative Programs as Fiscal Agent (Fund 90)	390,167	358,337	\$ (31,830)	-8.16%
Totals	\$ 392,878,228	\$ 392,807,993	\$ (70,235)	-0.02%

2013-2014 Property Tax Levy by Fund

Property Tax Levy	2012-2013	2013-2014 Balanced	Change	% Change
General (Funds 10, 21, 23, 27,)	\$ 229,745,185	\$ 247,538,184	\$ 17,792,999	7.74%
Debt Service (Funds 38, 39)	2,054,223	3,645,277	1,591,054	77.45%
Capital Projects (Fund 40)	5,681,809	5,808,133	126,324	2.22%
Community Services (Fund 80)	11,808,865	10,684,335	(1,124,530)	-9.52%
Totals	\$ 249,290,082	\$ 267,675,929	\$ 18,385,847	7.38%

The district continues to face revenue uncertainties due to changes in state and federal education budgets.

The following two pages contain the proposed budget's expenditures, broken out by the nine district departments.

(1) District-wide includes Contingencies and Interfund and interdistrict transfers:

Contingencies - Contingency accounts hold undesignated dollars to be allocated by the Board of Education at a later date.

Interfund and interdistrict transfers

Interfund Transfers - Transfer of dollars from one fund of the district to another for services received.

Example: Educational Services is expended in Fund 27 and receives dollars from the General Fund to balance.

Interdistrict Transfers - Transfer of dollars to other districts for educational services received.

Example: The District is a Fiscal Agent for the Dane County School-to-Work program and also receives educational services from that program. Therefore, dollars are transferred to Fund 99 for the services that are provided.

(2) FTE - Full-Time Equivalency: A full-time position equals 1.0 FTE. A half-time position equals 0.5 FTE.

**Madison Metropolitan School District
2013-14 Property Tax Levy with no Underlevy
(Option 1)**

Item	2013-14 Proposed Increased Budget Amount	2013-14 Proposed Percent of Levy Increase
2% CPI-U increase to non-Permanent Salary, Supplies, Purchased Services, Pupil Transportation, etc	1,415,790.00	0.57%
Staff Salary increase to salary schedule movement (Step) is 1.0%	1,239,618.00	0.50%
Staff Salary base increase to salary schedule movement is 1.5%	1,906,458.00	0.76%
Addition of restructured Debt payments and new Debt to start in 2013-14	4,191,054.00	1.68%
Staff Benefits (Health, Dental, Life, Disability) increase above the 2% CPI-U	2,915,435.45	1.17%
Budget Dollars Available for Achievement Gap, Initiatives, Etc for the Board of Education	2,048,951.00	0.82%
Debt Service Payment With Payment Leveling Off through General Fund (10) Equity	(2,600,000.00)	-1.04%
Reduce Community Service Fund (80) by using Equity	(1,500,000.00)	-0.60%
Increase in Tax Levy from Loss of State Aid	8,768,540.55	3.52%
Total	18,385,847.00	7.38%
Underlevy	-	

**Madison Metropolitan School District
2013-14 Property Tax Levy with Underlevy
(Option 2)**

Item	2013-14 Proposed Increased Budget Amount	2013-14 Proposed Percent of Levy Increase
2% CPI-U increase to non-Permanent Salary, Supplies, Purchased Services, Pupil Transportation, etc	1,415,790.00	0.57%
Staff Salary increase to salary schedule movement (Step) is 1.0%	1,239,618.00	0.50%
Staff Salary base increase to salary schedule movement is 1.5%	1,906,458.00	0.76%
Addition of restructured Debt payments and new Debt to start in 2013-14	4,191,054.00	1.68%
Staff Benefits (Health, Dental, Life, Disability) increase above the 2% CPI-U	2,915,435.45	1.17%
Budget Dollars Available for Achievement Gap, Initiatives, Etc for the Board of Education	1,080,243.00	0.43%
Debt Service Payment With Payment Leveling Off through General Fund (10) Equity	(2,600,000.00)	-1.04%
Reduce Community Service Fund (80) by using Equity	(1,500,000.00)	-0.60%
Increase in Tax Levy from Loss of State Aid	8,768,540.55	3.52%
Total	17,417,139.00	6.99%
Underlevy	968,708	

Madison Metropolitan School District

Proposed Revenues by Object

Balanced Budget 2013-2014

Financial Information

2013-2014 Revenues			2011-2012	2012-2013	2013-2014	2013-2014	2013-2014
			Revenues	Revised Budget	Cost to	Balanced	Incr/Decr
48	1660	St Rev Thru Local Units	5,743	(0)	(0)	(0)	(0)
49	1690	Oth Rev St Srccs-Not Dpi	9,956	(0)	(0)	(0)	(0)
50	1691	Computer Aid	1,946,958	1,929,231	2,102,333	2,072,291	(30,042)
51	1713	Voc Ed Act Aid	245,037	241,509	247,154	247,154	0
52	400	Career & Tech Perkins	245,037	241,509	247,154	247,154	0
53	1730	Federal Special Proj Rev	3,483,629	2,552,989	2,854,466	2,167,910	(686,556)
54	334	Center for Disease Control-Bas	500	500	510	510	0
55	335	Educ For Homeless Childre	62,130	66,437	67,766	67,766	0
56	341	IDEA Flow Through	702,312	(0)	(0)	(0)	(0)
57	360	Charter Schools	218,077	301,617	(0)	(0)	(0)
58	365	Title IIA-Qual Teach/Prin	1,400,226	1,234,921	1,834,678	1,410,379	(424,299)
59	371	Title IIIA Immigrant Discretio	33,070	(0)	(0)	(0)	(0)
60	372	Title IIB Math & Science Partn	107,547	96,066	97,987	(0)	(97,987)
61	391	Title III-English Acquisi	592,572	538,024	516,363	363,416	(152,948)
62	538	Refugee School Impact	10,605	(0)	(0)	(0)	(0)
63	585	Advanced Placement Prgm	8,620	11,100	11,322	(0)	(11,322)
64	592	Safe & Support Scis Public Aid	304,726	304,324	325,840	325,840	0
65	814	ARRA-ESEA Title IID Education	28,364	(0)	(0)	(0)	(0)
66	820	ARRA ESEA TXC Homeless Child	14,878	(0)	(0)	(0)	(0)
67	1751	Title I Revenue	7,310,191	6,355,510	6,033,658	4,692,482	(1,341,176)
68	140	ESEA Title I-D Delinquent	9,054	19,268	(0)	(0)	(0)
69	141	ESEA Title I-A	6,266,744	6,336,242	6,033,658	4,692,482	(1,341,176)
70	145	ESEA Title I-A St Prgm Imp	14,325	(0)	(0)	(0)	(0)
71	816	ARRA ESEA Title I	564,270	(0)	(0)	(0)	(0)
72	822	ARRA Jail School	11,497	(0)	(0)	(0)	(0)
73	824	ARRA-ESEA ACADEMIC ACH AWARDS	444,301	(0)	(0)	(0)	(0)
74	1770	Fed Rev Thru Local Units	47,557	37,606	251,790	251,790	0
75	1780	Fed Rev Thru St (Not DPI)	7,842,725	360,495	153,583	153,583	0
76	000	No DPI Project	84,522	213,695	153,583	153,583	0
77	595	ED Jobs	7,758,203	141,800	(0)	(0)	(0)
78	1790	Direct Rev Frm Fed Source	1,063,020	684,310	47,575	47,575	0
79	1964	Insurance Reimbursements	89,996	(0)	(0)	(0)	(0)
80	1971	Aidable Refund	3,408,620	400,000	500,000	500,000	0
81	1972	Non-Aidable Refund	8,733	(0)	(0)	(0)	(0)
82	1973	Miscellaneous Rebate	37,662	100,000	102,000	102,000	0
83	1989	Medical Service Reimbursement	70,443	(0)	(0)	(0)	(0)
84	1990	Miscellaneous	1,828	783,682	799,356	799,356	0
85	Total Fund 10 General Fund		312,661,837	323,161,580	330,505,291	328,262,849	(2,242,441)
Fund 21 Special Revenue Trust Fund							
86	1271	School Co-Curricular Athletics	429	(0)	(0)	(0)	(0)
87	1291	Gifts & Contributions	1,257,531	(0)	(0)	(0)	(0)
88	1292	Student Fees	2,185	(0)	(0)	(0)	(0)
89	1299	Other Revenue-Misc	0	(0)	(0)	(0)	(0)
90	Total Fund 21 Special Revenue Trust Fund		1,260,145	(0)	(0)	(0)	(0)
Fund 27 Educational Services							
91	1110	Transfer from Gen Fund	43,165,833	42,407,270	45,432,816	43,836,437	(1,596,379)
92	1316	St Rev Other Dist-St Gris	4,303	(0)	(0)	(0)	(0)
93	1346	Tuition-Non Open-SES	137	100,000	103,064	103,064	0

Madison Metropolitan School District

Proposed Revenues by Object

Balanced Budget 2013-2014

Financial Information

2013-2014 Revenues			2011-2012	2012-2013	2013-2014	2013-2014	2013-2014
			Revenues	Revised Budget	Cost to	Balanced	Incr/Decr
94	1347	Tuition-Open Enroll-SES	59,936	203,982	208,062	208,062	0
95	1349	Other Rev-Other District	5,098	(0)	(0)	(0)	(0)
96	019	Spec Ed Non-Aided Cost	5,098	(0)	(0)	(0)	(0)
97	1611	Handicapped Aid	17,151,947	16,847,787	16,325,506	16,325,506	0
98	1625	State High Cost Aid	532,684	500,000	500,000	500,000	0
99	1690	Oth Rev St Srce-Not Dpi	12,612	(0)	(0)	(0)	(0)
100	1711	Special Ed High Cost Aid	294,089	1,000,000	1,020,000	1,020,000	0
101	1730	Federal Special Proj Rev	6,411,283	6,152,800	4,983,256	4,983,256	0
102	341	IDEA Flow Through	5,734,014	5,966,508	4,747,729	4,747,729	0
103	342	IDEA Discretionary	14,574	(0)	(0)	(0)	(0)
104	347	IDEA Preschool Entitlement	128,194	186,292	235,528	235,528	0
105	348	IDEA Preschool Discretionary	2,687	(0)	(0)	(0)	(0)
106	813	ARRA IDEA Flow-Thru	531,814	(0)	(0)	(0)	(0)
107	1780	Fed Rev Thru St (Not DPI)	4,168,613	2,200,000	2,056,944	2,056,944	0
108	Total Fund 27 Educational Services		71,806,534	69,411,840	70629648	69,033,269	(1,596,379)
Fund 30 Debt Service							
109	1110	Transfer from Gen Fund	(0)	(0)	(0)	2,600,000	2,600,000
110	1211	Current Property Tax	6,976,381	2,054,223	4,203,576	1,603,576	(2,600,000)
111	1280	Interest On Investment	2,220	1,350	1,350	1,350	0
112	Total Fund 30 Debt Service		6,978,601	2,055,573	4204926	4,204,926	0
Fund 38 Non-Ref Debt Service Fund							
113	1211	Current Property Tax	(0)	(0)	2,041,701	2,041,701	0
114	1280	Interest On Investment	80	(0)	(0)	(0)	(0)
115	1875	Proceeds From Lt Bonds	20,125,000	(0)	(0)	(0)	(0)
116	1879	Premium/Accrued Interest	1,990,251	(0)	389,938	156,700	(233,238)
117	1971	Aidable Refund	45,900	(0)	(0)	(0)	(0)
118	Total Fund 38 Non-Ref Debt Service Fund		22,161,231	(0)	2431639	2,198,401	(233,238)
Fund 40 Capital Proj Fd-General							
119	1280	Interest On Investment	10	(0)	(0)	(0)	(0)
120	Total Fund 40 Capital Proj Fd-General		10	(0)	(0)	(0)	(0)
Fund 41 Capital Expansion Fund							
121	1211	Current Property Tax	3,630,939	5,681,809	5,808,133	5,808,133	0
122	1280	Interest On Investment	6,298	(0)	(0)	(0)	(0)
123	Total Fund 41 Capital Expansion Fund		3,637,237	5,681,809	5808133	5,808,133	0
Fund 47 QZAB/QSCB Funds							
124	1280	Interest On Investment	9,017	(0)	(0)	(0)	(0)
125	1873	Proceeds From Lt Notes	2,770,000	(0)	(0)	(0)	(0)
126	Total Fund 47 QZAB/QSCB Funds		2,779,017	(0)	(0)	(0)	(0)
Fund 50 Food Service							
127	1110	Transfer from Gen Fund	(0)	(0)	119,858	119,858	0
128	1149	Interfund Transfer	(0)	144,741	(0)	(0)	(0)
129	1251	Food Service Sales-Pupils	2,619,327	2,520,000	2,585,000	2,585,000	0
130	1252	Food Service Sales-Adults	93,514	77,650	87,750	87,750	0
131	1259	Food Service Sales-Other	51,584	40,000	46,000	46,000	0
132	1291	Gifts & Contributions	10,772	28,551	15,000	15,000	0
133	000	No DPI Project	10,772	15,000	15,000	15,000	0
134	586	Summer Food Srv Prgm	(0)	13,551	(0)	(0)	(0)
135	1299	Other Revenue-Misc	26,799	18,000	33,065	33,065	0

Madison Metropolitan School District

Proposed Revenues by Object

Balanced Budget 2013-2014

Financial Information

2013-2014 Revenues			2011-2012	2012-2013	2013-2014	2013-2014	2013-2014
			Revenues	Revised Budget	Cost to	Balanced	Incr/Decr
136	1617	Food Services-St Reimb	167,557	157,000	145,000	145,000	0
137	542	State School Lunch Aid	87,479	70,000	70,000	70,000	0
138	543	State School Breakfast Prgm	80,078	87,000	75,000	75,000	0
139	1714	Donated Commodities	556,154	513,000	573,000	573,000	0
140	000	No DPI Project	548,523	510,000	570,000	570,000	0
141	586	Summer Food Srv Prgm	7,631	3,000	3,000	3,000	0
142	1717	Food Service Federal Rev	6,648,078	6,677,300	7,132,525	7,132,525	0
143	546	Food Service Aid-Breakfast	1,475,005	1,427,300	1,575,000	1,575,000	0
144	547	Food Service Aid-Lunch	4,714,770	4,775,000	5,060,000	5,060,000	0
145	551	CACFP Supper Reimb	(0)	(0)	37,525	37,525	0
146	586	Summer Food Srv Prgm	458,304	475,000	460,000	460,000	0
147	1730	Federal Special Proj Rev	195,846	32,060	(0)	(0)	(0)
148	376	WI Fresh Fruit & Vegetable Prg	181,428	(0)	(0)	(0)	(0)
149	594	WI Fresh Fruit & Vegetable Prg	14,418	32,060	(0)	(0)	(0)
150	1971	Aidable Refund	200	(0)	(0)	(0)	(0)
151	Total Fund 50 Food Service		10,369,831	10,208,302	10,737,198	10,737,198	0
Fund 61 High School Student Activity							
152	1201	School Activity Annl Beg Bal	894,674	(0)	(0)	(0)	(0)
153	1280	Interest On Investment	590	(0)	(0)	(0)	(0)
154	1291	Gifts & Contributions	122,316	(0)	(0)	(0)	(0)
155	1292	Student Fees	878,213	(0)	(0)	(0)	(0)
156	1299	Other Revenue-Misc	355,072	(0)	(0)	(0)	(0)
157	Total Fund 61 High School Student Activity		2,250,865	(0)	(0)	(0)	(0)
Fund 62 Middle School Student Activit							
158	1201	School Activity Annl Beg Bal	215,817	(0)	(0)	(0)	(0)
159	1291	Gifts & Contributions	1,914	(0)	(0)	(0)	(0)
160	1292	Student Fees	350,554	(0)	(0)	(0)	(0)
161	1299	Other Revenue-Misc	157,570	(0)	(0)	(0)	(0)
162	Total Fund 62 Middle School Student Activit		725,854	(0)	(0)	(0)	(0)
Fund 63 Elementary School Student Acti							
163	1201	School Activity Annl Beg Bal	177,783	(0)	(0)	(0)	(0)
164	1292	Student Fees	294,477	(0)	(0)	(0)	(0)
165	1299	Other Revenue-Misc	87,339	(0)	(0)	(0)	(0)
166	Total Fund 63 Elementary School Student Acti		559,599	(0)	(0)	(0)	(0)
Fund 71 Expendable Trust							
167	1230	Interfund Payments	98	(0)	(0)	(0)	(0)
168	000	No DPI Project	63	(0)	(0)	(0)	(0)
169	999	Local School Funds	35	(0)	(0)	(0)	(0)
170	1280	Interest On Investment	2,210	(0)	(0)	(0)	(0)
171	000	No DPI Project	1,971	(0)	(0)	(0)	(0)
172	999	Local School Funds	238	(0)	(0)	(0)	(0)
173	1291	Gifts & Contributions	261,581	(0)	(0)	(0)	(0)
174	000	No DPI Project	126,005	(0)	(0)	(0)	(0)
175	999	Local School Funds	135,576	(0)	(0)	(0)	(0)
176	Total Fund 71 Expendable Trust		263,889	(0)	(0)	(0)	(0)
Fund 75 Non-Expendable Trust							
177	1280	Interest On Investment	98	(0)	(0)	(0)	(0)
178	000	No DPI Project	63	(0)	(0)	(0)	(0)

Madison Metropolitan School District

Proposed Revenues by Object

Balanced Budget 2013-2014

Financial Information

2013-2014 Revenues			2011-2012	2012-2013	2013-2014	2013-2014	2013-2014
			Revenues	Revised Budget	Cost to	Balanced	Incr/Decr
179	999	Local School Funds	35	(0)	(0)	(0)	(0)
180	Total Fund 75 Non-Expendable Trust		98	(0)	(0)	(0)	(0)
Fund 80 Community Service							
181	1110	Transfer from Gen Fund	47,263	(0)	(0)	(0)	(0)
182	1211	Current Property Tax	8,130,573	11,808,865	12,121,403	10,684,335	(1,437,068)
183	1244	Local Payment for Service	78,278	64,000	84,500	84,500	0
184	1291	Gifts & Contributions	160,068	54,510	61,675	50,000	(11,675)
185	1292	Student Fees	33,380	31,400	31,600	31,600	0
186	1295	Summer School Fees	5,878	3,600	5,100	5,100	0
187	1296	Nontaxable Revenues MSCR	1,141,234	1,001,000	1,067,774	1,069,774	2,000
188	1298	Taxable Revenues MSCR	1,359,924	1,103,100	1,562,600	1,566,200	3,600
189	1299	Other Revenue-Misc	67,257	16,200	15,000	15,000	0
190	1517	Federal Aid In Transit	22,000	(0)	(0)	(0)	(0)
191	1730	Federal Special Proj Rev	698,661	935,671	950,873	950,873	0
192	367	Title IV-B 21St Cent Clc	698,661	935,671	950,873	950,873	0
193	1770	Fed Rev Thru Local Units	338,209	233,000	230,600	230,600	0
194	Total Fund 80 Community Service		12,082,724	15,251,346	16,131,125	14,687,983	(1,443,143)
Fund 90 WISC Sch Consort Fiscal Agent							
195	1199	Transfer from STW Fd99	486,223	(0)	(0)	(0)	(0)
196	1349	Other Rev-Other District	359,947	(0)	(0)	(0)	(0)
197	Total Fund 90 WISC Sch Consort Fiscal Agent		846,170	(0)	(0)	(0)	(0)
Fund 92 Madison Area Diversity Consort							
198	1349	Other Rev-Other District	7,101	(0)	(0)	(0)	(0)
199	Total Fund 92 Madison Area Diversity Consort		7,101	(0)	(0)	(0)	(0)
Fund 99 Student Prgm Coop-Fiscal Agent							
200	1110	Transfer from Gen Fund	122,081	30,000	31,821	25,002	(6,819)
201	1292	Student Fees	2,400	(0)	(0)	(0)	(0)
202	1343	Other Rev Ed Services	1,430	41,767	(0)	(0)	(0)
203	1349	Other Rev-Other District	186,141	160,774	163,938	163,938	0
204	1690	Oth Rev St Srcs-Not Dpi	106,378	111,652	96,849	96,849	0
205	1780	Fed Rev Thru St (Not DPI)	79,347	45,974	72,547	72,547	0
206	Total Fund 99 Student Prgm Coop-Fiscal Agent		497,778	390,167	365,156	358,337	(6,819)
Total All Funds			448,888,521	426,160,617	440,813,116	435,291,095	(5,522,020)

Madison Metropolitan School District

Proposed Expenditure by Fund

Balanced Budget 2013-2014

Financial Information

2013-2014 Budgets by Fund/Function			-----FTE-----				-----Expenditures-----				
			2012-2013 Revised Budget	2013-2014 Cost to Continue	2013-2014 Balanced	2013-2014 Incr/Decr	2011-2012 Actuals	2012-2013 Revised Budget	2013-2014 Cost to Continue	2013-2014 Balanced	2013-2014 Incr/Decr
10-General Fund											
1	110000	Undifferentiated Curricul	875.57	875.26	861.92	(13.34)	60,500,083	66,921,117	69,005,470	68,574,069	(431,401)
2	120000	Regular Curriculum	966.62	956.70	964.27	7.57	71,774,216	76,618,853	74,402,290	74,376,989	(25,301)
3	130000	Vocational Curriculum	48.79	48.02	48.02	0.00	4,646,862	3,923,737	4,023,546	4,021,784	(1,762)
4	140000	Physical Curriculum	96.97	96.57	96.57	0.00	7,221,411	7,186,800	7,574,457	7,574,457	0
5	150000	Special Education Curricu	0.00	0.00	0.00	0.00	0	4,798	5,397	5,113	(285)
6	160000	Co-Curricular Activities	4.00	4.00	4.00	0.00	2,882,981	2,618,934	2,903,255	2,822,510	(80,745)
7	170000	Special Needs	2.00	2.00	2.00	0.00	419,395	287,672	304,659	299,684	(4,975)
8		Total Instruction	1,993.95	1,982.55	1,976.78	(5.77)	147,444,948	157,561,910	158,219,075	157,674,606	(544,469)
9	210000	Pupil Services	136.60	139.13	139.03	(0.10)	10,415,528	11,563,274	12,428,203	12,624,522	196,319
10	220000	Instructional Staff Svc	190.04	185.42	169.52	(15.90)	17,840,697	20,308,760	21,650,929	20,063,546	(1,587,383)
11	230000	District Administration	18.50	18.00	18.00	0.00	2,506,529	2,801,562	2,985,276	2,997,550	12,274
12	240000	School Bldg Admin	241.01	244.63	245.63	1.00	19,600,612	20,344,236	20,660,474	20,834,092	173,618
13	250000	Business Admin	264.87	278.20	281.04	2.84	37,178,207	44,166,141	42,184,380	42,155,871	(28,508)
14	260000	Central Services	60.33	58.28	58.28	0.00	11,487,498	12,613,628	9,330,125	9,392,386	62,261
15	270000	Insurance & Judgements	0.00	0.00	0.00	0.00	1,497,697	2,047,226	1,842,088	1,812,088	(30,000)
16	280000	Debt Services	0.00	0.00	0.00	0.00	155,227	152,409	155,457	155,457	0
17	290000	Other Support Services	1.00	1.00	1.00	0.00	7,973,427	6,878,614	6,271,870	8,188,380	1,916,510
18		Total Support Services	912.35	924.66	912.50	(12.16)	108,655,421	120,875,849	117,508,802	118,223,892	715,090
19	410000	Interfund Operating Trans	0.00	0.00	0.00	0.00	43,821,400	42,600,240	43,519,216	46,581,297	3,062,081
20	430000	Purchased Instruct Svcs	0.00	0.00	0.00	0.00	8,909,070	7,311,984	8,286,514	8,316,514	30,000
21	490000	Other Non-Prog Transactio	0.00	0.00	0.00	0.00	134,945	226,237	230,762	230,762	0
22		Total Non-Program Transactions	0.00	0.00	0.00	0.00	52,865,415	50,138,462	52,036,491	55,128,572	3,092,081
23		Total Fund 10 General Fund	2,906.30	2,907.21	2,889.28	(17.93)	308,965,784	328,576,221	327,764,368	331,027,070	3,262,703
21-Special Revenue Trust Fund											
24	110000	Undifferentiated Curricul	0.00	0.00	0.00	0.00	273,141	224,960	0	0	0
25	120000	Regular Curriculum	0.00	0.00	0.00	0.00	473,212	192,917	0	0	0
26	130000	Vocational Curriculum	0.00	0.00	0.00	0.00	16,987	28,244	0	0	0
27	140000	Physical Curriculum	0.00	0.00	0.00	0.00	692	342	0	0	0
28	160000	Co-Curricular Activities	0.00	0.00	0.00	0.00	131,166	5,848	0	0	0
29	170000	Special Needs	0.00	0.00	0.00	0.00	0	177	0	0	0
30		Total Instruction	0.00	0.00	0.00	0.00	895,198	452,488	0	0	0
31	210000	Pupil Services	0.00	0.00	0.00	0.00	11,477	24,950	0	0	0
32	220000	Instructional Staff Svc	0.00	0.00	0.00	0.00	84,339	93,574	0	0	0
33	240000	School Bldg Admin	0.00	0.00	0.00	0.00	12,442	0	0	0	0
34	250000	Business Admin	0.00	0.00	0.00	0.00	92,507	146,021	0	0	0

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2013-2014 Budgets by Fund/Function			-----FTE-----				-----Expenditures-----				
			2012-2013 Revised Budget	2013-2014 Cost to Continue	2013-2014 Balanced	2013-2014 Incr/Decr	2011-2012 Actuals	2012-2013 Revised Budget	2013-2014 Cost to Continue	2013-2014 Balanced	2013-2014 Incr/Decr
35	260000	Central Services	0.00	0.00	0.00	0.00	0	2,820	0	0	0
36		Total Support Services	0.00	0.00	0.00	0.00	200,765	267,365	0	0	0
37	430000	Purchased Instruct Svcs	0.00	0.00	0.00	0.00	7,325	3,871	0	0	0
38		Total Non-Program Transactions	0.00	0.00	0.00	0.00	7,325	3,871	0	0	0
39		Total Fund 21 Special Revenue Trust	0.00	0.00	0.00	0.00	1,103,288	723,723	0	0	0
27-Educational Services											
40	110000	Undifferentiated Curricul	3.90	3.90	3.90	0.00	437,480	662,242	442,014	442,014	0
41	120000	Regular Curriculum	0.00	0.00	0.00	0.00	(546)	0	0	0	0
42	140000	Physical Curriculum	0.20	0.00	0.00	0.00	0	(9,352)	(9,539)	0	9,539
43	150000	Special Education Curricu	808.15	796.87	776.11	(20.76)	51,614,535	50,858,646	52,179,354	50,900,365	(1,278,989)
44	170000	Special Needs	3.45	3.45	3.45	0.00	343,076	307,080	297,045	297,045	0
45		Total Instruction	815.70	804.22	783.46	(20.76)	52,394,545	51,818,616	52,908,874	51,639,424	(1,269,450)
46	210000	Pupil Services	133.55	132.86	131.36	(1.50)	11,834,488	10,604,165	11,477,708	11,355,752	(121,956)
47	220000	Instructional Staff Svc	20.72	21.20	20.20	(1.00)	3,441,023	2,828,657	2,456,709	2,382,112	(74,597)
48	230000	District Administration	0.00	0.00	0.00	0.00	31,047	0	0	0	0
49	250000	Business Admin	0.00	0.00	0.00	0.00	3,409,083	3,475,273	3,397,340	3,104,486	(292,854)
50	260000	Central Services	1.00	1.00	1.00	0.00	139,478	128,864	81,454	81,454	0
51	270000	Insurance & Judgements	0.00	0.00	0.00	0.00	291,549	0	283,485	283,485	0
52		Total Support Services	155.27	155.06	152.56	(2.50)	19,146,668	17,036,960	17,696,696	17,207,289	(489,407)
53	410000	Interfund Operating Trans	0.00	0.00	0.00	0.00	201,798	3,998	4,078	166,556	162,478
54	430000	Purchased Instruct Svcs	0.00	0.00	0.00	0.00	22,055	552,266	20,000	20,000	0
55	490000	Other Non-Prog Transactio	0.00	0.00	0.00	0.00	41,469	0	0	0	0
56		Total Non-Program Transactions	0.00	0.00	0.00	0.00	265,321	556,264	24,078	186,556	162,478
57		Total Fund 27 Educational Services	970.97	959.28	936.02	(23.26)	71,806,534	69,411,840	70,629,648	69,033,269	(1,596,379)
30-Debt Service											
58	280000	Debt Services	0.00	0.00	0.00	0.00	4,862,038	4,240,725	4,245,126	4,245,126	0
59		Total Support Services	0.00	0.00	0.00	0.00	4,862,038	4,240,725	4,245,126	4,245,126	0
60		Total Fund 30 Debt Service	0.00	0.00	0.00	0.00	4,862,038	4,240,725	4,245,126	4,245,126	0
38-Non-Ref Debt Service Fund											
61	280000	Debt Services	0.00	0.00	0.00	0.00	21,407,756	0	2,192,174	2,192,174	0
62		Total Support Services	0.00	0.00	0.00	0.00	21,407,756	0	2,192,174	2,192,174	0
63		Total Fund 38 Non-Ref Debt Service Fund	0.00	0.00	0.00	0.00	21,407,756	0	2,192,174	2,192,174	0
41-Capital Expansion Fund											
64	250000	Business Admin	11.48	22.00	22.00	0.00	3,660,716	6,601,809	5,804,068	5,804,068	0
65	270000	Insurance & Judgements	0.00	0.00	0.00	0.00	4,178	0	4,065	4,065	0
66		Total Support Services	11.48	22.00	22.00	0.00	3,664,894	6,601,809	5,808,133	5,808,133	0

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			2012-2013 Revised Budget	2013-2014 Cost to Continue	2013-2014 Balanced	2013-2014 Incr/Decr	2011-2012 Actuals	2012-2013 Revised Budget	2013-2014 Cost to Continue	2013-2014 Balanced	2013-2014 Incr/Decr
67		Total Fund 41 Capital Expansion Fund	11.48	22.00	22.00	0.00	3,664,894	6,601,809	5,808,133	5,808,133	0
47-QZAB/QSCB Funds											
68	250000	Business Admin	0.00	0.00	0.00	0.00	554,403	0	0	0	0
69		Total Support Services	0.00	0.00	0.00	0.00	554,403	0	0	0	0
70		Total Fund 47 QZAB/QSCB Funds	0.00	0.00	0.00	0.00	554,403	0	0	0	0
50-Food Service											
71	250000	Business Admin	109.92	109.27	106.43	(2.84)	10,300,766	10,208,302	10,737,198	10,737,198	0
72		Total Support Services	109.92	109.27	106.43	(2.84)	10,300,766	10,208,302	10,737,198	10,737,198	0
73		Total Fund 50 Food Service	109.92	109.27	106.43	(2.84)	10,300,766	10,208,302	10,737,198	10,737,198	0
61-High School Student Activity											
74	620000		0.00	0.00	0.00	0.00	994,517	0	0	0	0
75	640000		0.00	0.00	0.00	0.00	127,037	0	0	0	0
76	660000		0.00	0.00	0.00	0.00	161,490	0	0	0	0
77		Total Student Activities	0.00	0.00	0.00	0.00	1,283,044	0	0	0	0
78		Total Fund 61 High School Student	0.00	0.00	0.00	0.00	1,283,044	0	0	0	0
62-Middle School Student Activit											
79	610000		0.00	0.00	0.00	0.00	229	0	0	0	0
80	620000		0.00	0.00	0.00	0.00	186,207	0	0	0	0
81	640000		0.00	0.00	0.00	0.00	1,050	0	0	0	0
82	660000		0.00	0.00	0.00	0.00	311,190	0	0	0	0
83		Total Student Activities	0.00	0.00	0.00	0.00	498,676	0	0	0	0
84		Total Fund 62 Middle School Student	0.00	0.00	0.00	0.00	498,676	0	0	0	0
63-Elementary School Student Acti											
85	610000		0.00	0.00	0.00	0.00	895	0	0	0	0
86	620000		0.00	0.00	0.00	0.00	11,372	0	0	0	0
87	640000		0.00	0.00	0.00	0.00	1,427	0	0	0	0
88	660000		0.00	0.00	0.00	0.00	374,720	0	0	0	0
89		Total Student Activities	0.00	0.00	0.00	0.00	388,414	0	0	0	0
90		Total Fund 63 Elementary School	0.00	0.00	0.00	0.00	388,414	0	0	0	0
71-Expendable Trust											
91	110000	Undifferentiated Curricul	0.00	0.00	0.00	0.00	1,427	1,900	0	0	0
92	120000	Regular Curriculum	0.00	0.00	0.00	0.00	26,229	9,315	0	0	0
93	130000	Vocational Curriculum	0.00	0.00	0.00	0.00	287	0	0	0	0
94		Total Instruction	0.00	0.00	0.00	0.00	27,944	11,215	0	0	0
95	220000	Instructional Staff Svc	0.00	0.00	0.00	0.00	60,162	58,370	0	0	0
96	250000	Business Admin	0.00	0.00	0.00	0.00	0	4,750	0	0	0

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2013-2014 Budgets by Fund/Function			-----FTE-----				-----Expenditures-----				
			2012-2013 Revised Budget	2013-2014 Cost to Continue	2013-2014 Balanced	2013-2014 Incr/Decr	2011-2012 Actuals	2012-2013 Revised Budget	2013-2014 Cost to Continue	2013-2014 Balanced	2013-2014 Incr/Decr
97		Total Support Services	0.00	0.00	0.00	0.00	60,162	63,120	0	0	0
98	420000	Scholarships & Awards	0.00	0.00	0.00	0.00	136,508	0	0	0	0
99		Total Non-Program Transactions	0.00	0.00	0.00	0.00	136,508	0	0	0	0
100		Total Fund 71 Expendable Trust	0.00	0.00	0.00	0.00	224,614	74,335	0	0	0
75-Non-Expendable Trust											
101	410000	Interfund Operating Trans	0.00	0.00	0.00	0.00	98	0	0	0	0
102		Total Non-Program Transactions	0.00	0.00	0.00	0.00	98	0	0	0	0
103		Total Fund 75 Non-Expendable Trust	0.00	0.00	0.00	0.00	98	0	0	0	0
80-Community Service											
104	110000	Undifferentiated Curricul	10.75	10.75	10.75	0.00	458,512	19,487	151,155	151,155	0
105	120000	Regular Curriculum	0.00	0.00	0.00	0.00	1,700	0	0	0	0
106		Total Instruction	10.75	10.75	10.75	0.00	460,212	19,487	151,155	151,155	0
107	210000	Pupil Services	0.00	0.00	0.00	0.00	0	14,719	0	0	0
108	220000	Instructional Staff Svc	10.88	13.73	16.99	3.26	1,045,627	1,663,253	1,188,731	1,494,005	305,275
109	240000	School Bldg Admin	2.00	2.00	2.00	0.00	77,137	502,750	384,145	384,145	0
110	250000	Business Admin	10.50	12.02	12.02	0.00	780,818	1,380,904	1,402,846	1,001,797	(401,050)
111	260000	Central Services	1.00	1.00	1.00	0.00	3,548	65,035	71,438	71,438	0
112		Total Support Services	24.38	28.75	32.01	3.26	1,907,129	3,626,661	3,047,160	2,951,385	(95,775)
113	300000	Community Services	19.79	20.29	20.29	0.00	2,139,283	2,114,856	2,398,028	2,398,028	0
114	340000	Recreation-Admin	37.00	35.00	35.70	0.70	8,006,043	8,860,769	9,890,051	9,842,684	(47,368)
115	390000	Other Community Services	3.00	3.00	3.00	0.00	353,408	307,629	316,350	316,350	0
116		Total Community Services	59.79	58.29	58.99	0.70	10,498,734	11,283,253	12,604,429	12,557,062	(47,368)
117	410000	Interfund Operating Trans	0.00	0.00	0.00	0.00	16,643	28,915	29,491	29,491	0
118	430000	Purchased Instruct Svcs	0.00	0.00	0.00	0.00	266,048	293,029	298,890	298,890	0
119		Total Non-Program Transactions	0.00	0.00	0.00	0.00	282,691	321,944	328,381	328,381	0
120		Total Fund 80 Community Service	94.92	97.79	101.75	3.96	13,148,766	15,251,346	16,131,125	15,987,983	(143,143)
90-WISC Sch Consort Fiscal Agent											
121	250000	Business Admin	0.00	0.00	0.00	0.00	845,170	0	0	0	0
122		Total Support Services	0.00	0.00	0.00	0.00	845,170	0	0	0	0
123	410000	Interfund Operating Trans	0.00	0.00	0.00	0.00	1,000	0	0	0	0
124		Total Non-Program Transactions	0.00	0.00	0.00	0.00	1,000	0	0	0	0
125		Total Fund 90 WISC Sch Consort Fiscal	0.00	0.00	0.00	0.00	846,170	0	0	0	0
92-Madison Area Diversity Consort											
126	260000	Central Services	0.00	0.00	0.00	0.00	7,101	0	0	0	0
127		Total Support Services	0.00	0.00	0.00	0.00	7,101	0	0	0	0
128		Total Fund 92 Madison Area Diversity	0.00	0.00	0.00	0.00	7,101	0	0	0	0

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2013-2014 Budgets by Fund/Function			FTE				Expenditures				
			2012-2013 Revised Budget	2013-2014 Cost to Continue	2013-2014 Balanced	2013-2014 Incr/Decr	2011-2012 Actuals	2012-2013 Revised Budget	2013-2014 Cost to Continue	2013-2014 Balanced	2013-2014 Incr/Decr
99-Student Prgm Coop-Fiscal Agent											
129	120000	Regular Curriculum	0.40	0.00	0.00	0.00	176,091	30,149	0	0	
130	130000	Vocational Curriculum	0.00	0.00	0.00	0.00	97,720	109,255	111,440	111,440	
131		Total Instruction	0.40	0.00	0.00	0.00	273,811	139,404	111,440	111,440	
132	220000	Instructional Staff Svc	1.40	1.40	1.00	(0.40)	207,242	239,686	246,216	239,397	
133	250000	Business Admin	0.00	0.00	0.00	0.00	0	3,725	0	0	
134		Total Support Services	1.40	1.40	1.00	(0.40)	207,242	243,411	246,216	239,397	
135	410000	Interfund Operating Trans	0.00	0.00	0.00	0.00	6,530	7,352	7,499	7,499	
136	430000	Purchased Instruct Svcs	0.00	0.00	0.00	0.00	10,195	0	0	0	
137		Total Non-Program Transactions	0.00	0.00	0.00	0.00	16,725	7,352	7,499	7,499	
138		Total Fund 99 Student Prgm Coop-Fiscal	1.80	1.40	1.00	(0.40)	497,778	390,167	365,156	358,337	
		REPORT TOTAL	4,095.39	4,096.95	4,056.48	(40.47)	439,560,124	435,478,468	437,872,928	439,389,289	

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	-----FTE-----				-----Expenditures-----				
	2012-2013	2013-2014	2013-2014	2013-2014	2011-2012	2012-2013	2013-2014	2013-2014	2013-2014
	Revised Budget	Cost to Continue	Balanced	Incr/Decr	Actuals	Revised Budget	Cost to Continue	Balanced	Incr/Decr
100-ELEMENTARY EDUCATION									
1 GENERAL FUND									
2 Salary & Benefits									
3 Administrative Temp	0.00	0.00	0.00	0.00	102,497	104,389	138,201	138,201	0
4 Teacher-Temp	0.00	0.00	0.00	0.00	1,457,082	1,395,340	1,335,422	1,460,526	125,104
5 Sub Teacher-Contractual	0.00	0.00	0.00	0.00	1,301,960	1,505,259	1,552,651	1,275,278	(277,373)
6 Clerical/Technical-Temp	0.00	0.00	0.00	0.00	192,503	95,327	87,256	94,451	7,194
7 EA/SEA-Temp	0.00	0.00	0.00	0.00	88,374	107,924	91,682	96,903	5,221
8 Food Service-Temp	0.00	0.00	0.00	0.00	36	0	0	0	0
9 Long Term Sub-Contractual	0.00	0.00	0.00	0.00	301,704	0	0	0	0
10 Misc-Temp	0.00	0.00	0.00	0.00	142,954	69,204	70,904	77,563	6,660
11 Administrative-Perm	37.50	38.50	40.00	1.50	3,549,961	3,716,058	3,792,472	3,991,680	199,208
12 Teacher-Perm	968.50	970.75	949.76	(20.99)	46,645,435	49,562,518	50,495,309	50,877,697	382,388
13 Clerical/Technical-Perm	39.65	41.46	41.46	0.00	1,542,289	1,729,002	1,783,098	1,783,098	0
14 EA/HCA-Perm	50.37	46.40	56.40	10.00	900,291	1,271,892	1,122,805	1,424,559	301,754
15 PermNon-Union Professional	0.00	0.00	0.50	0.50	14,063	0	0	32,562	32,562
16 Sub Teacher-Administrativ	0.00	0.00	0.00	0.00	208,582	148,587	155,519	149,260	(6,259)
17 Noon Lunch Supervision	27.80	26.06	27.90	1.84	641,323	781,481	760,375	760,375	0
18 Security	0.00	0.00	0.00	0.00	0	0	0	3,825	3,825
19 CLERICAL OT	0.00	0.00	0.00	0.00	15,517	0	6,150	6,150	0
20 ED ASST OT	0.00	0.00	0.00	0.00	22	0	0	0	0
21 Employee's Share WRS	0.00	0.00	0.00	0.00	2,420	0	0	0	0
22 Employer's Share WRS	0.00	0.00	0.00	0.00	3,221,726	3,603,015	3,876,296	3,939,238	62,941
23 Employer WRS Rate Temp	0.00	0.00	0.00	0.00	0	1,216	221,456	114,569	(106,887)
24 Social Security	0.00	0.00	0.00	0.00	4,305,574	4,338,541	4,385,897	4,461,663	75,766
25 Social Security Rate Temp	0.00	0.00	0.00	0.00	0	1,454	254,502	131,542	(122,960)
26 Life Insurance	0.00	0.00	0.00	0.00	126,971	147,472	145,689	143,690	(2,000)
27 Health Insurance	0.00	0.00	0.00	0.00	13,487,903	14,071,515	14,941,198	14,568,457	(372,741)
28 Dental Insurance	0.00	0.00	0.00	0.00	721,421	866,787	767,227	781,613	14,386
29 Long Term Disability Ins	0.00	0.00	0.00	0.00	410,900	455,379	440,766	446,269	5,503
30 Total Salary & Benefits	1,123.82	1,123.17	1,116.02	(7.15)	79,381,506	83,972,359	86,424,876	86,759,166	334,293

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Budgets by Division

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2013-2014 Budgets by Division

	-----FTE-----				-----Expenditures-----				
	2012-2013	2013-2014	2013-2014	2013-2014	2011-2012	2012-2013	2013-2014	2013-2014	2013-2014
	Revised Budget	Cost to Continue	Balanced	Incr/Decr	Actuals	Revised Budget	Cost to Continue	Balanced	Incr/Decr
31: Other Expenses									
32: Purchased Services	0.00	0.00	0.00	0.00	3,311,109	2,944,030	3,048,597	3,215,234	166,637
33: Supplies & Materials	0.00	0.00	0.00	0.00	1,855,191	1,336,197	1,456,145	1,463,881	7,736
34: Equipment	0.00	0.00	0.00	0.00	431,471	164,339	129,841	129,841	0
35: Misc & Other Expense	0.00	0.00	0.00	0.00	20,668	365,495	277,119	277,119	0
36: Total Other Expenses	0.00	0.00	0.00	0.00	5,618,440	4,810,060	4,911,702	5,086,075	174,373
37: FUND 10 TOTAL	1,123.82	1,123.17	1,116.02	(7.15)	84,999,946	88,782,419	91,336,578	91,845,244	508,666
38: SPECIAL REVENUE TRUST FUND									
39: Salary & Benefits									
40: Teacher-Temp	0.00	0.00	0.00	0.00	1,157	5,966	0	0	0
41: EA/SEA-Temp	0.00	0.00	0.00	0.00	0	1,718	0	0	0
42: Misc-Temp	0.00	0.00	0.00	0.00	9,823	32	0	0	0
43: Sub Teacher-Administrativ	0.00	0.00	0.00	0.00	977	700	0	0	0
44: Employee's Share WRS	0.00	0.00	0.00	0.00	5	0	0	0	0
45: Employer's Share WRS	0.00	0.00	0.00	0.00	545	332	0	0	0
46: Social Security	0.00	0.00	0.00	0.00	914	382	0	0	0
47: Life Insurance	0.00	0.00	0.00	0.00	0	0	0	0	0
48: Health Insurance	0.00	0.00	0.00	0.00	67	0	0	0	0
49: Dental Insurance	0.00	0.00	0.00	0.00	2	0	0	0	0
50: Long Term Disability Ins	0.00	0.00	0.00	0.00	1	0	0	0	0
51: Total Salary & Benefits	0.00	0.00	0.00	0.00	13,492	9,131	0	0	0
52: Other Expenses									
53: Purchased Services	0.00	0.00	0.00	0.00	83,728	77,315	0	0	0
54: Supplies & Materials	0.00	0.00	0.00	0.00	205,926	226,125	0	0	0
55: Equipment	0.00	0.00	0.00	0.00	39,103	18,124	0	0	0
56: Misc & Other Expense	0.00	0.00	0.00	0.00	13	0	0	0	0
57: Total Other Expenses	0.00	0.00	0.00	0.00	328,770	321,563	0	0	0
58: FUND 21 TOTAL	0.00	0.00	0.00	0.00	342,261	330,694	0	0	0
59: EDUCATIONAL SERVICES									
60: Salary & Benefits									
61: Teacher-Temp	0.00	0.00	0.00	0.00	63,273	26,386	26,914	18,011	(8,902)

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Madison Metropolitan School District

Budgets by Division

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2013-2014 Budgets by Division

		-----FTE-----				-----Expenditures-----				
		2012-2013	2013-2014	2013-2014	2013-2014	2011-2012	2012-2013	2013-2014	2013-2014	2013-2014
		Revised Budget	Cost to Continue	Balanced	Incr/Decr	Actuals	Revised Budget	Cost to Continue	Balanced	Incr/Decr
62	EA/SEA-Temp	0.00	0.00	0.00	0.00	50,857	0	0	0	0
63	Misc-Temp	0.00	0.00	0.00	0.00	17,284	1,227	1,252	1,252	0
64	Administrative-Perm	0.00	0.00	0.00	0.00	27,131	0	0	0	0
65	Teacher-Perm	1.27	1.09	1.09	0.00	55,304	57,263	44,241	44,241	0
66	Sub Teacher-Administrativ	0.00	0.00	0.00	0.00	11,510	0	0	0	0
67	Employee's Share WRS	0.00	0.00	0.00	0.00	330	0	0	0	0
68	Employer's Share WRS	0.00	0.00	0.00	0.00	11,211	3,666	3,195	3,195	0
69	Employer WRS Rate Temp	0.00	0.00	0.00	0.00	0	0	1,873	640	(1,233)
70	Social Security	0.00	0.00	0.00	0.00	16,591	4,309	3,552	3,552	0
71	Social Security Rate Temp	0.00	0.00	0.00	0.00	0	0	2,155	737	(1,418)
72	Life Insurance	0.00	0.00	0.00	0.00	161	106	87	87	0
73	Health Insurance	0.00	0.00	0.00	0.00	13,285	16,919	13,858	13,858	0
74	Dental Insurance	0.00	0.00	0.00	0.00	598	1,018	748	748	0
75	Long Term Disability Ins	0.00	0.00	0.00	0.00	598	431	345	345	0
76	Total Salary & Benefits	1.27	1.09	1.09	0.00	268,133	111,325	98,219	86,667	(11,553)
77	FUND 27 TOTAL	1.27	1.09	1.09	0.00	268,133	111,325	98,219	86,667	(11,553)
78	FOOD SERVICE									
79	Salary & Benefits									
80	Teacher-Temp	0.00	0.00	0.00	0.00	990	0	0	0	0
81	EA/SEA-Temp	0.00	0.00	0.00	0.00	322	0	0	0	0
82	Cust/Operation-Temp	0.00	0.00	0.00	0.00	19	22,500	0	0	0
83	Food Service-Temp	0.00	0.00	0.00	0.00	94,066	85,354	95,000	95,000	0
84	Administrative-Perm	1.00	1.00	0.00	(1.00)	(1,721)	0	22,389	22,389	0
85	Cust/Operation-Perm	0.00	0.00	0.00	0.00	16,193	0	0	0	0
86	FOOD SERV OT	0.00	0.00	0.00	0.00	137	0	0	0	0
87	Employee's Share WRS	0.00	0.00	0.00	0.00	7,300	0	0	0	0
88	Employer's Share WRS	0.00	0.00	0.00	0.00	11,497	3,802	7,800	7,800	0
89	Social Security	0.00	0.00	0.00	0.00	16,541	4,518	8,980	8,980	0
90	Life Insurance	0.00	0.00	0.00	0.00	751	499	0	0	0
91	Health Insurance	0.00	0.00	0.00	0.00	116,522	56,294	0	0	0
92	Dental Insurance	0.00	0.00	0.00	0.00	6,085	4,207	0	0	0

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	-----FTE-----				-----Expenditures-----				
	2012-2013	2013-2014	2013-2014	2013-2014	2011-2012	2012-2013	2013-2014	2013-2014	2013-2014
	Revised Budget	Cost to Continue	Balanced	Incr/Decr	Actuals	Revised Budget	Cost to Continue	Balanced	Incr/Decr
93	0.00	0.00	0.00	0.00	1,397	522	0	0	0
94	1.00	1.00	0.00	(1.00)	270,097	177,696	134,169	134,169	0
95	Other Expenses								
96	0.00	0.00	0.00	0.00	573	1,000	1,000	1,000	0
97	0.00	0.00	0.00	0.00	443,850	425,156	327,831	327,831	0
98	0.00	0.00	0.00	0.00	1,680	0	0	0	0
99	0.00	0.00	0.00	0.00	446,104	426,156	328,831	328,831	0
100	1.00	1.00	0.00	(1.00)	716,201	603,852	463,000	463,000	0
101	COMMUNITY SERVICE								
102	Salary & Benefits								
103	0.00	0.00	0.00	0.00	6	0	0	0	0
104	0.00	0.00	0.00	0.00	1,064	0	0	0	0
105	0.00	0.00	0.00	0.00	59,074	0	0	0	0
106	2.00	2.00	2.00	0.00	118,767	121,142	124,170	124,170	0
107	2.00	2.00	2.00	0.00	14,142	0	36,302	36,302	0
108	8.75	8.75	8.75	0.00	225,359	0	75,246	75,246	0
109	0.00	0.00	0.00	0.00	3	0	0	0	0
110	0.00	0.00	0.00	0.00	126	0	0	0	0
111	0.00	0.00	0.00	0.00	24,443	7,753	15,911	15,911	0
112	0.00	0.00	0.00	0.00	31,952	9,260	18,023	18,023	0
113	0.00	0.00	0.00	0.00	434	138	138	138	0
114	0.00	0.00	0.00	0.00	125,399	33,411	33,803	33,803	0
115	0.00	0.00	0.00	0.00	6,408	1,730	1,730	1,730	0
116	0.00	0.00	0.00	0.00	3,259	970	970	970	0
117	12.75	12.75	12.75	0.00	610,436	174,404	306,293	306,293	0
118	Other Expenses								
119	0.00	0.00	0.00	0.00	22,845	22,534	18,997	18,997	0
120	0.00	0.00	0.00	0.00	26,031	22,870	27,316	27,316	0
121	0.00	0.00	0.00	0.00	348	0	0	0	0
122	0.00	0.00	0.00	0.00	49,224	45,404	46,312	46,312	0
123	12.75	12.75	12.75	0.00	659,659	219,808	352,605	352,605	0

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	-----FTE-----				-----Expenditures-----				
	2012-2013	2013-2014	2013-2014	2013-2014	2011-2012	2012-2013	2013-2014	2013-2014	2013-2014
	Revised Budget	Cost to Continue	Balanced	Incr/Decr	Actuals	Revised Budget	Cost to Continue	Balanced	Incr/Decr
124 ELEMENTARY EDUCATION TOTAL	1,138.84	1,138.01	1,129.86	(8.15)	86,986,200	90,048,098	92,250,402	92,747,516	497,113

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	-----FTE-----				-----Expenditures-----				
	2012-2013	2013-2014	2013-2014	2013-2014	2011-2012	2012-2013	2013-2014	2013-2014	2013-2014
	Revised Budget	Cost to Continue	Balanced	Incr/Decr	Actuals	Revised Budget	Cost to Continue	Balanced	Incr/Decr
200-SECONDARY EDUCATION									
125 GENERAL FUND									
126 Salary & Benefits									
127 Administrative Temp	0.00	0.00	0.00	0.00	68,130	51,985	53,259	53,259	0
128 Teacher-Temp	0.00	0.00	0.00	0.00	1,197,106	1,270,605	1,163,874	1,248,717	84,843
129 Sub Teacher-Contractual	0.00	0.00	0.00	0.00	907,731	1,273,455	1,205,046	1,298,467	93,421
130 Clerical/Technical-Temp	0.00	0.00	0.00	0.00	133,271	60,520	58,082	58,082	0
131 EA/SEA-Temp	0.00	0.00	0.00	0.00	22,007	13,056	17,645	17,645	0
132 Cust/Operation-Temp	0.00	0.00	0.00	0.00	477	443	300	300	0
133 Long Term Sub-Contractual	0.00	0.00	0.00	0.00	138,542	0	0	0	0
134 Misc-Temp	0.00	0.00	0.00	0.00	108,071	298,648	305,684	305,684	0
135 Administrative-Perm	41.50	41.50	41.50	0.00	3,993,634	4,007,321	4,273,656	4,273,635	(21)
136 Teacher-Perm	733.47	732.33	726.73	(5.60)	37,150,741	38,584,548	38,988,865	38,485,960	(502,904)
137 Clerical/Technical-Perm	54.87	54.81	54.81	0.00	2,245,551	2,388,876	2,362,526	2,362,526	0
138 EA/HCA-Perm	22.76	23.51	23.51	0.00	583,240	635,727	625,674	625,674	0
139 Sub Teacher-Administrativ	0.00	0.00	0.00	0.00	266,993	370,044	378,481	300,020	(78,460)
140 Noon Lunch Supervision	4.96	4.41	4.41	0.00	94,152	127,888	95,476	95,476	0
141 CLERICAL OT	0.00	0.00	0.00	0.00	13,446	0	2,000	2,000	0
142 ED ASST OT	0.00	0.00	0.00	0.00	67	0	0	0	0
143 Employee's Share WRS	0.00	0.00	0.00	0.00	866	0	0	0	0
144 Employer's Share WRS	0.00	0.00	0.00	0.00	2,658,311	2,917,316	3,111,727	3,086,988	(24,740)
145 Employer WRS Rate Temp	0.00	0.00	0.00	0.00	0	0	191,733	103,228	(88,505)
146 Social Security	0.00	0.00	0.00	0.00	3,537,236	3,479,411	3,516,045	3,487,417	(28,627)
147 Social Security Rate Temp	0.00	0.00	0.00	0.00	0	0	225,141	123,327	(101,814)
148 Life Insurance	0.00	0.00	0.00	0.00	108,591	123,766	121,867	119,414	(2,454)
149 Health Insurance	0.00	0.00	0.00	0.00	10,306,072	10,452,013	10,951,745	10,282,999	(668,746)
150 Dental Insurance	0.00	0.00	0.00	0.00	538,614	630,466	549,083	545,645	(3,438)
151 Long Term Disability Ins	0.00	0.00	0.00	0.00	339,615	368,287	351,492	349,113	(2,379)
152 Total Salary & Benefits	857.56	856.56	850.96	(5.60)	64,412,466	67,054,374	68,549,400	67,225,576	(1,323,825)
153 Other Expenses									
154 Purchased Services	0.00	0.00	0.00	0.00	1,998,821	2,104,854	2,113,932	2,259,719	145,787

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		-----FTE-----				-----Expenditures-----				
		2012-2013	2013-2014	2013-2014	2013-2014	2011-2012	2012-2013	2013-2014	2013-2014	2013-2014
		Revised Budget	Cost to Continue	Balanced	Incr/Decr	Actuals	Revised Budget	Cost to Continue	Balanced	Incr/Decr
155	Supplies & Materials	0.00	0.00	0.00	0.00	1,692,398	2,004,503	2,129,675	1,964,436	(165,239)
156	Equipment	0.00	0.00	0.00	0.00	520,894	348,288	194,342	194,342	0
157	Insurance & Judgemen	0.00	0.00	0.00	0.00	365	3,762	3,951	3,951	0
158	Interfund Transfers	0.00	0.00	0.00	0.00	0	18,229	0	0	0
159	Misc & Other Expense	0.00	0.00	0.00	0.00	89,310	1,170,655	1,005,300	1,005,300	0
160	Total Other Expenses	0.00	0.00	0.00	0.00	4,301,789	5,650,291	5,447,199	5,427,747	(19,452)
161	FUND 10 TOTAL	857.56	856.56	850.96	(5.60)	68,714,254	72,704,665	73,996,599	72,653,323	(1,343,276)
162	SPECIAL REVENUE TRUST FUND									
163	Salary & Benefits									
164	Teacher-Temp	0.00	0.00	0.00	0.00	18,450	(276)	0	0	0
165	Misc-Temp	0.00	0.00	0.00	0.00	52,773	6	0	0	0
166	Teacher-Perm	0.00	0.00	0.00	0.00	24,970	0	0	0	0
167	Sub Teacher-Administrativ	0.00	0.00	0.00	0.00	4,759	114	0	0	0
168	Employee's Share WRS	0.00	0.00	0.00	0.00	22	0	0	0	0
169	Employer's Share WRS	0.00	0.00	0.00	0.00	2,315	0	0	0	0
170	Social Security	0.00	0.00	0.00	0.00	7,756	0	0	0	0
171	Life Insurance	0.00	0.00	0.00	0.00	201	0	0	0	0
172	Health Insurance	0.00	0.00	0.00	0.00	3,338	0	0	0	0
173	Dental Insurance	0.00	0.00	0.00	0.00	327	0	0	0	0
174	Long Term Disability Ins	0.00	0.00	0.00	0.00	464	0	0	0	0
175	Total Salary & Benefits	0.00	0.00	0.00	0.00	115,375	(157)	0	0	0
176	Other Expenses									
177	Purchased Services	0.00	0.00	0.00	0.00	105,460	78,658	0	0	0
178	Supplies & Materials	0.00	0.00	0.00	0.00	195,418	158,922	0	0	0
179	Equipment	0.00	0.00	0.00	0.00	278,789	36,212	0	0	0
180	Misc & Other Expense	0.00	0.00	0.00	0.00	806	9,744	0	0	0
181	Total Other Expenses	0.00	0.00	0.00	0.00	580,472	283,536	0	0	0
182	FUND 21 TOTAL	0.00	0.00	0.00	0.00	695,847	283,379	0	0	0
183	EDUCATIONAL SERVICES									
184	Salary & Benefits									
185	Teacher-Perm	1.41	1.41	1.41	0.00	69,271	81,858	84,217	84,217	0

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	-----FTE-----				-----Expenditures-----					
	2012-2013	2013-2014	2013-2014	2013-2014	2011-2012	2012-2013	2013-2014	2013-2014	2013-2014	
	Revised Budget	Cost to Continue	Balanced	Incr/Decr	Actuals	Revised Budget	Cost to Continue	Balanced	Incr/Decr	
186	Employer's Share WRS	0.00	0.00	0.00	0.00	4,069	5,238	5,530	5,530	0
187	Social Security	0.00	0.00	0.00	0.00	5,077	6,126	6,090	6,090	0
188	Life Insurance	0.00	0.00	0.00	0.00	115	144	140	140	0
189	Health Insurance	0.00	0.00	0.00	0.00	15,519	17,758	19,332	19,332	0
190	Dental Insurance	0.00	0.00	0.00	0.00	946	1,144	1,120	1,120	0
191	Long Term Disability Ins	0.00	0.00	0.00	0.00	533	615	603	603	0
192	Total Salary & Benefits	1.41	1.41	1.41	0.00	95,530	112,883	117,032	117,032	0
193	FUND 27 TOTAL	1.41	1.41	1.41	0.00	95,530	112,883	117,032	117,032	0
194	STUDENT PRGM COOP-FISCAL AGENT									
195	Salary & Benefits									
196	Teacher-Perm	0.80	0.40	0.00	(0.40)	43,247	26,201	0	0	0
197	Employer's Share WRS	0.00	0.00	0.00	0.00	2,539	2,478	0	0	0
198	Social Security	0.00	0.00	0.00	0.00	3,302	3,259	0	0	0
199	Life Insurance	0.00	0.00	0.00	0.00	83	89	0	0	0
200	Health Insurance	0.00	0.00	0.00	0.00	11,163	11,334	0	0	0
201	Dental Insurance	0.00	0.00	0.00	0.00	705	620	0	0	0
202	Long Term Disability Ins	0.00	0.00	0.00	0.00	332	323	0	0	0
203	Total Salary & Benefits	0.80	0.40	0.00	(0.40)	61,371	44,304	0	0	0
204	Other Expenses									
205	Purchased Services	0.00	0.00	0.00	0.00	68,876	0	0	0	0
206	Supplies & Materials	0.00	0.00	0.00	0.00	32,657	0	0	0	0
207	Equipment	0.00	0.00	0.00	0.00	15,655	0	0	0	0
208	Total Other Expenses	0.00	0.00	0.00	0.00	117,188	0	0	0	0
209	FUND 99 TOTAL	0.80	0.40	0.00	(0.40)	178,558	44,304	0	0	0
210	SECONDARY EDUCATION TOTAL	859.77	858.37	852.37	(6.00)	69,684,189	73,145,231	74,113,631	72,770,355	(1,343,276)

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	-----FTE-----				-----Expenditures-----				
	2012-2013	2013-2014	2013-2014	2013-2014	2011-2012	2012-2013	2013-2014	2013-2014	2013-2014
	Revised Budget	Cost to Continue	Balanced	Incr/Decr	Actuals	Revised Budget	Cost to Continue	Balanced	Incr/Decr
300-EDUCATION SERVICE									
211 GENERAL FUND									
212 Salary & Benefits									
213 Administrative Temp	0.00	0.00	0.00	0.00	10,202	0	0	0	0
214 Teacher-Temp	0.00	0.00	0.00	0.00	68,867	133,127	118,537	118,537	0
215 Sub Teacher-Contractual	0.00	0.00	0.00	0.00	31,032	153,366	154,900	154,900	0
216 Clerical/Technical-Temp	0.00	0.00	0.00	0.00	1,455	0	0	0	0
217 Long Term Sub-Contractual	0.00	0.00	0.00	0.00	42,653	0	0	0	0
218 Misc-Temp	0.00	0.00	0.00	0.00	72,271	166,280	150,003	150,003	0
219 Administrative-Perm	2.00	2.00	2.00	0.00	170,349	176,090	180,492	180,492	0
220 Teacher-Perm	189.42	185.59	184.59	(1.00)	9,298,520	8,875,125	8,936,882	8,936,882	0
221 Clerical/Technical-Perm	1.80	1.80	1.80	0.00	78,135	81,361	83,396	83,396	0
222 EA/HCA-Perm	0.27	0.31	0.31	0.00	5,677	38,567	9,045	9,045	0
223 Misc-Perm	83.24	76.26	75.33	(0.93)	3,323,607	3,573,655	3,550,607	3,550,607	0
224 Sub Teacher-Administrativ	0.00	0.00	0.00	0.00	60,214	70,045	104,931	104,931	0
225 CLERICAL OT	0.00	0.00	0.00	0.00	336	0	0	0	0
226 OTHER OT	0.00	0.00	0.00	0.00	1,372	0	0	0	0
227 Employee's Share WRS	0.00	0.00	0.00	0.00	188	0	0	0	0
228 Employer's Share WRS	0.00	0.00	0.00	0.00	751,658	823,222	841,408	841,408	0
229 Employer WRS Rate Temp	0.00	0.00	0.00	0.00	0	0	38,487	20,989	(17,497)
230 Social Security	0.00	0.00	0.00	0.00	997,818	1,000,830	964,784	964,784	0
231 Social Security Rate Temp	0.00	0.00	0.00	0.00	0	0	44,274	24,146	(20,129)
232 Life Insurance	0.00	0.00	0.00	0.00	25,173	32,090	29,785	29,785	0
233 Health Insurance	0.00	0.00	0.00	0.00	3,231,292	3,220,780	3,172,688	3,172,688	0
234 Dental Insurance	0.00	0.00	0.00	0.00	185,235	227,104	178,049	178,049	0
235 Long Term Disability Ins	0.00	0.00	0.00	0.00	94,622	103,369	93,526	93,526	0
236 Total Salary & Benefits	276.73	265.96	264.03	(1.93)	18,450,676	18,675,010	18,651,795	18,614,169	(37,626)
237 Other Expenses									
238 Purchased Services	0.00	0.00	0.00	0.00	262,619	253,430	297,689	297,689	0
239 Supplies & Materials	0.00	0.00	0.00	0.00	265,047	149,264	126,113	126,113	0
240 Misc & Other Expense	0.00	0.00	0.00	0.00	535	1,450	6,100	6,100	0

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2013-2014 Budgets by Division

	-----FTE-----					-----Expenditures-----				
	2012-2013	2013-2014	2013-2014	2013-2014	2011-2012	2012-2013	2013-2014	2013-2014	2013-2014	
	Revised Budget	Cost to Continue	Balanced	Incr/Decr	Actuals	Revised Budget	Cost to Continue	Balanced	Incr/Decr	
241	Total Other Expenses	0.00	0.00	0.00	0.00	528,201	404,144	429,902	429,902	0
242	FUND 10 TOTAL	276.73	265.96	264.03	(1.93)	18,978,877	19,079,154	19,081,697	19,044,071	(37,626)
243	EDUCATIONAL SERVICES									
244	Salary & Benefits									
245	Teacher-Temp	0.00	0.00	0.00	0.00	1,078,159	757,614	784,396	784,396	0
246	Sub Teacher-Contractual	0.00	0.00	0.00	0.00	584,672	427,756	436,311	436,311	0
247	Clerical/Technical-Temp	0.00	0.00	0.00	0.00	20,415	40,000	5,000	5,000	0
248	EA/SEA-Temp	0.00	0.00	0.00	0.00	942,468	47,365	49,073	49,073	0
249	Long Term Sub-Contractual	0.00	0.00	0.00	0.00	100,656	0	0	0	0
250	Misc-Temp	0.00	0.00	0.00	0.00	37,457	54,028	40,599	40,599	0
251	Administrative-Perm	5.00	5.00	5.00	0.00	498,192	507,538	520,226	520,226	0
252	Teacher-Perm	515.36	504.46	483.20	(21.26)	26,802,042	26,692,604	27,390,960	26,824,806	(566,153)
253	Clerical/Technical-Perm	6.72	6.70	6.70	0.00	365,097	317,287	324,603	324,603	0
254	EA/HCA-Perm	313.05	311.75	311.75	0.00	7,274,233	7,755,100	7,943,795	7,943,795	0
255	PermNon-Union Professional	1.00	1.00	1.00	0.00	38,380	47,171	48,351	48,351	0
256	Misc-Perm	31.65	32.59	32.59	0.00	1,896,993	1,620,311	1,655,994	1,655,994	0
257	Sub SEA-Contractual	0.00	0.00	0.00	0.00	562	0	0	0	0
258	Sub Teacher-Administrativ	0.00	0.00	0.00	0.00	423,393	68,300	96,020	96,020	0
259	Sub--SEA Floater	3.75	3.75	3.75	0.00	10,780	98,097	99,804	99,804	0
260	Sub Teacher For SEA-Cont	0.00	0.00	0.00	0.00	425,116	0	0	0	0
261	CLERICAL OT	0.00	0.00	0.00	0.00	4,958	0	25,000	25,000	0
262	ED ASST OT	0.00	0.00	0.00	0.00	231	0	0	0	0
263	OTHER OT	0.00	0.00	0.00	0.00	805	0	0	0	0
264	Employee's Share WRS	0.00	0.00	0.00	0.00	3,135	0	0	0	0
265	Employer's Share WRS	0.00	0.00	0.00	0.00	2,277,659	2,360,541	2,542,197	2,501,645	(40,551)
266	Employer WRS Rate Temp	0.00	0.00	0.00	0.00	0	0	63,443	31,722	(31,722)
267	Social Security	0.00	0.00	0.00	0.00	3,053,961	2,843,573	2,946,433	2,900,226	(46,207)
268	Social Security Rate Temp	0.00	0.00	0.00	0.00	0	0	72,984	36,492	(36,492)
269	Life Insurance	0.00	0.00	0.00	0.00	101,072	117,369	114,111	112,585	(1,526)
270	Health Insurance	0.00	0.00	0.00	0.00	11,563,087	11,531,773	12,161,609	11,559,234	(602,375)
271	Dental Insurance	0.00	0.00	0.00	0.00	628,626	727,378	623,921	616,534	(7,387)

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	-----FTE-----				-----Expenditures-----				
	2012-2013 Revised Budget	2013-2014 Cost to Continue	2013-2014 Balanced	2013-2014 Incr/Decr	2011-2012 Actuals	2012-2013 Revised Budget	2013-2014 Cost to Continue	2013-2014 Balanced	2013-2014 Incr/Decr
272 Long Term Disability Ins	0.00	0.00	0.00	0.00	280,973	291,780	285,117	279,788	(5,329)
273 Total Salary & Benefits	876.53	865.25	843.99	(21.26)	58,413,123	56,305,585	58,229,946	56,892,203	(1,337,743)
274 Other Expenses									
275 Purchased Services	0.00	0.00	0.00	0.00	4,226,934	4,593,272	3,758,477	3,395,623	(362,854)
276 Supplies & Materials	0.00	0.00	0.00	0.00	570,943	606,274	526,151	526,151	0
277 Equipment	0.00	0.00	0.00	0.00	253,901	167,200	157,200	157,200	0
278 Insurance & Judgemen	0.00	0.00	0.00	0.00	291,549	0	283,485	283,485	0
279 Misc & Other Expense	0.00	0.00	0.00	0.00	15,493	21,000	21,180	21,180	0
280 Total Other Expenses	0.00	0.00	0.00	0.00	5,358,820	5,387,746	4,746,493	4,383,639	(362,854)
281 FUND 27 TOTAL	876.53	865.25	843.99	(21.26)	63,771,943	61,693,331	62,976,439	61,275,842	(1,700,597)
282 EDUCATION SERVICE TOTAL	1,153.26	1,131.21	1,108.02	(23.19)	82,750,820	80,772,484	82,056,136	80,319,913	(1,738,223)

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	FTE				Expenditures				
	2012-2013 Revised Budget	2013-2014 Cost to Continue	2013-2014 Balanced	2013-2014 Incr/Decr	2011-2012 Actuals	2012-2013 Revised Budget	2013-2014 Cost to Continue	2013-2014 Balanced	2013-2014 Incr/Decr
400-CURRICULUM & ASSESSMENT									
283 GENERAL FUND									
284 Salary & Benefits									
285 Administrative Temp	0.00	0.00	0.00	0.00	14,860	0	0	0	0
286 Teacher-Temp	0.00	0.00	0.00	0.00	189,245	151,130	163,484	135,113	(28,371)
287 Clerical/Technical-Temp	0.00	0.00	0.00	0.00	1,163	8,079	8,080	8,080	0
288 EA/SEA-Temp	0.00	0.00	0.00	0.00	3,500	1,951	1,951	1,951	0
289 Cust/Operation-Temp	0.00	0.00	0.00	0.00	8,893	933	933	933	0
290 Misc-Temp	0.00	0.00	0.00	0.00	21,781	9,982	32,836	32,836	0
291 Administrative-Perm	3.00	3.50	4.50	1.00	313,981	328,446	381,780	481,384	99,604
292 Teacher-Perm	22.10	22.57	23.77	1.20	1,271,145	1,216,627	1,359,587	1,501,839	142,252
293 Clerical/Technical-Perm	7.50	7.73	6.73	(1.00)	386,515	388,462	371,909	319,223	(52,686)
294 EA/HCA-Perm	4.31	4.26	4.26	0.00	90,191	110,798	106,706	106,706	0
295 Cust/Operation-Perm	0.88	0.88	0.88	0.00	28,298	35,563	41,532	41,532	0
296 PermNon-Union Professional	3.00	3.50	3.00	(0.50)	31,369	153,666	200,765	196,835	(3,930)
297 Sub Teacher-Administrativ	0.00	0.00	0.00	0.00	238,103	264,586	313,353	182,456	(130,896)
298 CLERICAL OT	0.00	0.00	0.00	0.00	4	0	0	0	0
299 ED ASST OT	0.00	0.00	0.00	0.00	2	0	0	0	0
300 Employee's Share WRS	0.00	0.00	0.00	0.00	574	0	0	0	0
301 Employer's Share WRS	0.00	0.00	0.00	0.00	138,533	140,127	175,818	181,997	6,178
302 Employer WRS Rate Temp	0.00	0.00	0.00	0.00	0	0	30,434	10,286	(20,149)
303 Social Security	0.00	0.00	0.00	0.00	192,696	169,874	201,867	208,975	7,108
304 Social Security Rate Temp	0.00	0.00	0.00	0.00	0	0	35,011	11,832	(23,178)
305 Life Insurance	0.00	0.00	0.00	0.00	6,218	7,292	7,626	8,157	532
306 Health Insurance	0.00	0.00	0.00	0.00	526,964	604,715	634,814	667,890	32,576
307 Dental Insurance	0.00	0.00	0.00	0.00	28,670	34,195	33,868	35,773	1,905
308 Long Term Disability Ins	0.00	0.00	0.00	0.00	16,440	18,216	18,260	20,089	1,829
309 Total Salary & Benefits	40.79	42.44	43.14	0.70	3,509,144	3,644,640	4,120,614	4,153,388	32,774
310 Other Expenses									
311 Purchased Services	0.00	0.00	0.00	0.00	547,623	809,880	896,106	1,070,896	174,790
312 Supplies & Materials	0.00	0.00	0.00	0.00	2,972,568	5,955,946	3,168,753	2,849,309	(319,445)

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	-----FTE-----				-----Expenditures-----					
	2012-2013 Revised Budget	2013-2014 Cost to Continue	2013-2014 Balanced	2013-2014 Incr/Decr	2011-2012 Actuals	2012-2013 Revised Budget	2013-2014 Cost to Continue	2013-2014 Balanced	2013-2014 Incr/Decr	
313	Equipment	0.00	0.00	0.00	0.00	316,246	297,403	283,714	283,714	0
314	Interfund Transfers	0.00	0.00	0.00	0.00	122,081	30,000	31,821	25,002	(6,819)
315	Misc & Other Expense	0.00	0.00	0.00	0.00	5,728	5,552	6,052	6,052	0
316	Total Other Expenses	0.00	0.00	0.00	0.00	3,964,248	7,098,781	4,386,446	4,234,972	(151,474)
317	FUND 10 TOTAL	40.79	42.44	43.14	0.70	7,473,391	10,743,421	8,507,060	8,388,360	(118,700)
318	SPECIAL REVENUE TRUST FUND									
319	Salary & Benefits									
320	Teacher-Temp	0.00	0.00	0.00	0.00	6,128	293	0	0	0
321	Sub Teacher-Administrativ	0.00	0.00	0.00	0.00	604	0	0	0	0
322	Employer's Share WRS	0.00	0.00	0.00	0.00	326	0	0	0	0
323	Social Security	0.00	0.00	0.00	0.00	507	0	0	0	0
324	Life Insurance	0.00	0.00	0.00	0.00	1	0	0	0	0
325	Health Insurance	0.00	0.00	0.00	0.00	510	0	0	0	0
326	Dental Insurance	0.00	0.00	0.00	0.00	11	0	0	0	0
327	Long Term Disability Ins	0.00	0.00	0.00	0.00	5	0	0	0	0
328	Total Salary & Benefits	0.00	0.00	0.00	0.00	8,091	293	0	0	0
329	Other Expenses									
330	Purchased Services	0.00	0.00	0.00	0.00	14,938	22,998	0	0	0
331	Supplies & Materials	0.00	0.00	0.00	0.00	11,508	42,100	0	0	0
332	Misc & Other Expense	0.00	0.00	0.00	0.00	1,759	0	0	0	0
333	Total Other Expenses	0.00	0.00	0.00	0.00	28,204	65,098	0	0	0
334	FUND 21 TOTAL	0.00	0.00	0.00	0.00	36,295	65,391	0	0	0
335	COMMUNITY SERVICE									
336	Salary & Benefits									
337	Teacher-Temp	0.00	0.00	0.00	0.00	5,683	9,098	9,098	9,098	0
338	Clerical/Technical-Temp	0.00	0.00	0.00	0.00	0	1,707	1,707	1,707	0
339	EA/SEA-Temp	0.00	0.00	0.00	0.00	0	1,951	1,951	1,951	0
340	Administrative-Perm	0.00	0.50	0.50	0.00	0	0	45,123	45,123	0
341	Teacher-Perm	3.00	2.50	2.50	0.00	192,512	197,266	170,284	170,284	0
342	Clerical/Technical-Perm	1.78	1.78	1.78	0.00	99,923	64,218	102,361	102,361	0
343	Employee's Share WRS	0.00	0.00	0.00	0.00	60	0	0	0	0

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		-----FTE-----				-----Expenditures-----				
		2012-2013	2013-2014	2013-2014	2013-2014	2011-2012	2012-2013	2013-2014	2013-2014	2013-2014
		Revised	Cost to	Balanced	Incr/Decr	Actuals	Revised	Cost to	Balanced	Incr/Decr
		Budget	Continue				Budget	Continue		
344	Employer's Share WRS	0.00	0.00	0.00	0.00	17,485	16,734	19,705	19,705	0
345	Social Security	0.00	0.00	0.00	0.00	22,719	19,970	22,272	22,272	0
346	Life Insurance	0.00	0.00	0.00	0.00	857	811	927	927	0
347	Health Insurance	0.00	0.00	0.00	0.00	53,007	40,560	38,073	38,073	0
348	Dental Insurance	0.00	0.00	0.00	0.00	3,270	2,133	2,118	2,118	0
349	Long Term Disability Ins	0.00	0.00	0.00	0.00	2,240	2,091	2,080	2,080	0
350	Total Salary & Benefits	4.78	4.78	4.78	0.00	397,757	356,539	415,699	415,699	0
351	Other Expenses									
352	Purchased Services	0.00	0.00	0.00	0.00	3,796	4,504	5,919	5,919	0
353	Supplies & Materials	0.00	0.00	0.00	0.00	50,913	55,377	55,450	55,450	0
354	Equipment	0.00	0.00	0.00	0.00	551	2,199	2,243	2,243	0
355	Total Other Expenses	0.00	0.00	0.00	0.00	55,261	62,080	63,612	63,612	0
356	FUND 80 TOTAL	4.78	4.78	4.78	0.00	453,018	418,618	479,311	479,311	0
357	CURRICULUM & ASSESSMENT TOTAL	45.57	47.22	47.92	0.70	7,962,705	11,227,430	8,986,371	8,867,671	(118,700)

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	-----FTE-----				-----Expenditures-----				
	2012-2013	2013-2014	2013-2014	2013-2014	2011-2012	2012-2013	2013-2014	2013-2014	2013-2014
	Revised Budget	Cost to Continue	Balanced	Incr/Decr	Actuals	Revised Budget	Cost to Continue	Balanced	Incr/Decr
490-EQUITY & FAMILY INVOLVE									
358 GENERAL FUND									
359 Salary & Benefits									
360 Teacher-Temp	0.00	0.00	0.00	0.00	6,810	75,678	126,769	57,207	(69,561)
361 Misc-Temp	0.00	0.00	0.00	0.00	14,976	9,927	10,126	10,126	0
362 Administrative-Perm	4.00	4.00	4.00	0.00	110,774	394,894	414,732	414,732	0
363 Teacher-Perm	16.25	15.25	13.25	(2.00)	326,038	626,811	644,670	592,923	(51,747)
364 Clerical/Technical-Perm	1.75	1.75	1.00	(0.75)	0	(94,161)	(67)	38,168	38,235
365 EA/HCA-Perm	4.50	4.26	0.00	(4.26)	0	183,286	77,574	0	(77,574)
366 PermNon-Union Professional	0.00	0.00	0.00	0.00	0	0	0	65,013	65,013
367 Misc-Perm	1.00	1.00	0.00	(1.00)	0	26,693	45,110	0	(45,110)
368 Sub Teacher-Administrativ	0.00	0.00	0.00	0.00	1,353	3,223	3,288	3,288	0
369 Employer's Share WRS	0.00	0.00	0.00	0.00	25,765	81,770	85,815	73,939	(11,876)
370 Employer WRS Rate Temp	0.00	0.00	0.00	0.00	0	0	6,025	2,348	(3,677)
371 Social Security	0.00	0.00	0.00	0.00	34,834	106,573	97,338	84,169	(13,169)
372 Social Security Rate Temp	0.00	0.00	0.00	0.00	0	0	6,931	2,701	(4,230)
373 Life Insurance	0.00	0.00	0.00	0.00	682	4,041	2,797	2,736	(62)
374 Health Insurance	0.00	0.00	0.00	0.00	88,087	275,102	247,517	233,414	(14,103)
375 Dental Insurance	0.00	0.00	0.00	0.00	5,012	16,677	14,225	12,397	(1,828)
376 Long Term Disability Ins	0.00	0.00	0.00	0.00	3,287	10,877	8,015	8,611	595
377 Total Salary & Benefits	27.50	26.26	18.25	(8.01)	617,619	1,721,389	1,790,865	1,601,771	(189,094)
378 Other Expenses									
379 Purchased Services	0.00	0.00	0.00	0.00	94,676	107,284	169,984	124,233	(45,750)
380 Supplies & Materials	0.00	0.00	0.00	0.00	39,236	259,413	575,153	156,705	(418,448)
381 Equipment	0.00	0.00	0.00	0.00	4,952	0	0	0	0
382 Misc & Other Expense	0.00	0.00	0.00	0.00	12,535	0	0	0	0
383 Total Other Expenses	0.00	0.00	0.00	0.00	151,399	366,697	745,137	280,938	(464,199)
384 FUND 10 TOTAL	27.50	26.26	18.25	(8.01)	769,018	2,088,087	2,536,002	1,882,709	(653,293)
385 SPECIAL REVENUE TRUST FUND									
386 Other Expenses									
387 Purchased Services	0.00	0.00	0.00	0.00	4,247	600	0	0	0

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	-----FTE-----				-----Expenditures-----				
	2012-2013	2013-2014	2013-2014	2013-2014	2011-2012	2012-2013	2013-2014	2013-2014	2013-2014
	Revised Budget	Cost to Continue	Balanced	Incr/Decr	Actuals	Revised Budget	Cost to Continue	Balanced	Incr/Decr
388: Supplies & Materials	0.00	0.00	0.00	0.00	557	0	0	0	0
389: Total Other Expenses	0.00	0.00	0.00	0.00	4,804	600	0	0	0
390: FUND 21 TOTAL	0.00	0.00	0.00	0.00	4,804	600	0	0	0
391: EDUCATIONAL SERVICES									
392: Salary & Benefits									
393: Teacher-Perm	0.50	0.50	0.00	(0.50)	0	1,310	28,773	0	(28,773)
394: Employer's Share WRS	0.00	0.00	0.00	0.00	0	1,353	1,942	0	(1,942)
395: Social Security	0.00	0.00	0.00	0.00	0	1,754	2,201	0	(2,201)
396: Life Insurance	0.00	0.00	0.00	0.00	0	63	65	0	(65)
397: Health Insurance	0.00	0.00	0.00	0.00	0	5,309	5,416	0	(5,416)
398: Dental Insurance	0.00	0.00	0.00	0.00	0	267	272	0	(272)
399: Long Term Disability Ins	0.00	0.00	0.00	0.00	0	49	50	0	(50)
400: Total Salary & Benefits	0.50	0.50	0.00	(0.50)	0	10,106	38,718	0	(38,718)
401: FUND 27 TOTAL	0.50	0.50	0.00	(0.50)	0	10,106	38,718	0	(38,718)
402: COMMUNITY SERVICE									
403: Salary & Benefits									
404: Teacher-Temp	0.00	0.00	0.00	0.00	0	53,721	0	0	0
405: Teacher-Perm	2.75	3.75	1.75	(2.00)	66,044	282,109	83,447	83,447	0
406: Clerical/Technical-Perm	0.00	0.00	0.00	0.00	0	14,989	0	0	0
407: EA/HCA-Perm	0.00	0.00	3.76	3.76	0	64,645	0	89,602	89,602
408: Misc-Perm	0.00	0.00	0.00	0.00	0	17,795	0	0	0
409: Employer's Share WRS	0.00	0.00	0.00	0.00	3,877	27,733	5,650	11,619	5,969
410: Social Security	0.00	0.00	0.00	0.00	4,991	36,275	6,325	13,192	6,867
411: Life Insurance	0.00	0.00	0.00	0.00	53	823	98	220	122
412: Health Insurance	0.00	0.00	0.00	0.00	11,180	111,049	16,517	49,176	32,659
413: Dental Insurance	0.00	0.00	0.00	0.00	690	5,891	988	2,896	1,908
414: Long Term Disability Ins	0.00	0.00	0.00	0.00	519	2,966	653	980	327
415: Total Salary & Benefits	2.75	3.75	5.51	1.76	87,354	617,996	113,678	251,132	137,453
416: Other Expenses									
417: Purchased Services	0.00	0.00	0.00	0.00	328,957	320,479	311,589	311,589	0
418: Supplies & Materials	0.00	0.00	0.00	0.00	10,487	49,384	17,324	17,324	0

Madison Metropolitan School District

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2013-2014 Budgets by Division

		-----FTE-----				-----Expenditures-----				
		2012-2013	2013-2014	2013-2014	2013-2014	2011-2012	2012-2013	2013-2014	2013-2014	2013-2014
		Revised Budget	Cost to Continue	Balanced	Incr/Decr	Actuals	Revised Budget	Cost to Continue	Balanced	Incr/Decr
419	Total Other Expenses	0.00	0.00	0.00	0.00	339,444	369,863	328,912	328,912	0
420	FUND 80 TOTAL	2.75	3.75	5.51	1.76	426,798	987,859	442,591	580,044	137,453
421	Equity & Family Involve TOTAL	30.75	30.51	23.76	(6.75)	1,200,619	3,086,651	3,017,311	2,462,753	(554,558)

Madison Metropolitan School District

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2013-2014 Budgets by Division

	-----FTE-----				-----Expenditures-----				
	2012-2013	2013-2014	2013-2014	2013-2014	2011-2012	2012-2013	2013-2014	2013-2014	2013-2014
	Revised Budget	Cost to Continue	Balanced	Incr/Decr	Actuals	Revised Budget	Cost to Continue	Balanced	Incr/Decr
500-BUSINESS SERVICES									
422 GENERAL FUND									
423 <i>Salary & Benefits</i>									
424 Teacher-Temp	0.00	0.00	0.00	0.00	43,524	98,839	133,510	133,510	0
425 Sub Teacher-Contractual	0.00	0.00	0.00	0.00	14	57,787	0	0	0
426 Clerical/Technical-Temp	0.00	0.00	0.00	0.00	43,758	5,625	5,457	5,457	0
427 Cust/Operation-Temp	0.00	0.00	0.00	0.00	117,559	34,140	34,823	34,823	0
428 Maint/Trades-Temp	0.00	0.00	0.00	0.00	39,664	0	0	0	0
429 Administrative-Perm	9.80	9.80	9.80	0.00	988,906	1,028,168	1,052,811	1,052,811	0
430 Clerical/Technical-Perm	17.32	16.32	15.32	(1.00)	763,721	777,561	770,095	770,095	0
431 Cust/Operation-Perm	205.33	203.38	203.38	0.00	9,777,651	10,234,697	10,199,674	10,199,674	0
432 Maint/Trades-Perm	13.92	31.20	31.20	0.00	1,303,643	1,636,793	1,263,186	1,263,186	0
433 PermNon-Union Professional	13.50	13.50	15.50	2.00	676,555	862,347	901,186	1,018,926	117,740
434 Sub Teacher-Administrativ	0.00	0.00	0.00	0.00	23,642	0	29,138	29,138	0
435 Cust O/T-Misc	0.00	0.00	0.00	0.00	0	97,543	99,493	99,493	0
436 Cust O/T-Regular	0.00	0.00	0.00	0.00	2,083	0	0	0	0
437 Cust O/T-Sub Custodian	0.00	0.00	0.00	0.00	42,336	0	0	0	0
438 Cust O/T-Snow Plowing	0.00	0.00	0.00	0.00	25,960	43,894	44,772	44,772	0
439 Cust O/T-Nonschool Activ.	0.00	0.00	0.00	0.00	96,589	14,631	14,924	14,924	0
440 Cust O/T-Emergency Maint.	0.00	0.00	0.00	0.00	7,230	0	0	0	0
441 SECURITY OT	0.00	0.00	0.00	0.00	329	0	0	0	0
442 CLERICAL OT	0.00	0.00	0.00	0.00	1,669	0	0	0	0
443 ED ASST OT	0.00	0.00	0.00	0.00	271	0	0	0	0
444 CUSTODIAL OT	0.00	0.00	0.00	0.00	12,398	0	0	0	0
445 TRADES OT	0.00	0.00	0.00	0.00	3,288	0	0	0	0
446 OTHER OT	0.00	0.00	0.00	0.00	49	0	0	0	0
447 Employee's Share WRS	0.00	0.00	0.00	0.00	6,852	0	0	0	0
448 Employer's Share WRS	0.00	0.00	0.00	0.00	633,929	917,482	974,351	962,181	7,830
449 Employer WRS Rate Temp	0.00	0.00	0.00	0.00	7,500	0	24,081	12,040	(12,040)
450 Social Security	0.00	0.00	0.00	0.00	1,084,183	1,099,255	1,103,469	1,112,476	9,007
451 Social Security Rate Temp	0.00	0.00	0.00	0.00	0	0	27,702	13,851	(13,851)

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2013-2014 Budgets by Division

	-----FTE-----				-----Expenditures-----				
	2012-2013	2013-2014	2013-2014	2013-2014	2011-2012	2012-2013	2013-2014	2013-2014	2013-2014
	Revised Budget	Cost to Continue	Balanced	Incr/Decr	Actuals	Revised Budget	Cost to Continue	Balanced	Incr/Decr
452: Life Insurance	0.00	0.00	0.00	0.00	47,434	52,607	48,336	54,742	6,406
453: Health Insurance	0.00	0.00	0.00	0.00	3,132,691	3,649,827	3,804,581	3,830,516	25,935
454: Dental Insurance	0.00	0.00	0.00	0.00	167,406	190,647	173,960	175,455	1,495
455: Long Term Disability Ins	0.00	0.00	0.00	0.00	101,768	115,872	106,262	107,416	1,154
456: Total Salary & Benefits	259.87	274.20	275.20	1.00	19,352,598	20,917,715	20,811,811	20,955,486	143,675
457: Other Expenses									
458: Purchased Services	0.00	0.00	0.00	0.00	20,908,973	24,368,184	23,655,441	23,199,399	(466,042)
459: Supplies & Materials	0.00	0.00	0.00	0.00	1,615,490	1,316,864	1,290,562	1,290,562	0
460: Equipment	0.00	0.00	0.00	0.00	908,056	1,291,769	918,288	918,288	0
461: Debt Service Cost	0.00	0.00	0.00	0.00	797,811	796,002	799,071	799,071	0
462: Insurance & Judgemen	0.00	0.00	0.00	0.00	318,924	511,846	568,864	568,864	0
463: Interfund Transfers	0.00	0.00	0.00	0.00	43,165,833	42,552,012	43,487,395	46,556,295	3,068,900
464: Misc & Other Expense	0.00	0.00	0.00	0.00	233,847	(1,199,295)	(479,423)	1,567,304	2,046,727
465: Total Other Expenses	0.00	0.00	0.00	0.00	67,944,934	69,637,382	70,240,199	74,899,784	4,659,585
466: FUND 10 TOTAL	259.87	274.20	275.20	1.00	87,297,532	90,555,097	91,052,010	95,855,270	4,803,260
467: SPECIAL REVENUE TRUST FUND									
468: Other Expenses									
469: Misc & Other Expense	0.00	0.00	0.00	0.00	0	125	0	0	0
470: Total Other Expenses	0.00	0.00	0.00	0.00	0	125	0	0	0
471: FUND 21 TOTAL	0.00	0.00	0.00	0.00	0	125	0	0	0
472: EDUCATIONAL SERVICES									
473: Other Expenses									
474: Purchased Services	0.00	0.00	0.00	0.00	0	492,266	0	0	0
475: Interfund Transfers	0.00	0.00	0.00	0.00	201,798	3,998	4,078	166,556	162,478
476: Misc & Other Expense	0.00	0.00	0.00	0.00	41,469	0	0	0	0
477: Total Other Expenses	0.00	0.00	0.00	0.00	243,267	496,264	4,078	166,556	162,478
478: FUND 27 TOTAL	0.00	0.00	0.00	0.00	243,267	496,264	4,078	166,556	162,478
479: DEBT SERVICE									
480: Other Expenses									
481: Debt Service Cost	0.00	0.00	0.00	0.00	4,862,038	4,240,725	4,245,126	4,245,126	0
482: Total Other Expenses	0.00	0.00	0.00	0.00	4,862,038	4,240,725	4,245,126	4,245,126	0

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	-----FTE-----				-----Expenditures-----					
	2012-2013	2013-2014	2013-2014	2013-2014	2011-2012	2012-2013	2013-2014	2013-2014	2013-2014	
	Revised Budget	Cost to Continue	Balanced	Incr/Decr	Actuals	Revised Budget	Cost to Continue	Balanced	Incr/Decr	
483	FUND 30 TOTAL	0.00	0.00	0.00	0.00	4,862,038	4,240,725	4,245,126	4,245,126	0
484	NON-REF DEBT SERVICE FUND									
485	<i>Other Expenses</i>									
486	Debt Service Cost	0.00	0.00	0.00	0.00	21,407,756	0	2,192,174	2,192,174	0
487	<i>Total Other Expenses</i>	0.00	0.00	0.00	0.00	21,407,756	0	2,192,174	2,192,174	0
488	FUND 38 TOTAL	0.00	0.00	0.00	0.00	21,407,756	0	2,192,174	2,192,174	0
489	CAPITAL EXPANSION FUND									
490	<i>Salary & Benefits</i>									
491	Maint/Trades-Temp	0.00	0.00	0.00	0.00	131	0	0	0	0
492	Administrative-Perm	1.20	1.20	1.20	0.00	112,779	108,919	111,641	111,641	0
493	Maint/Trades-Perm	10.28	20.80	20.80	0.00	548,701	718,783	842,127	842,127	0
494	TRADES OT	0.00	0.00	0.00	0.00	198	0	0	0	0
495	Employee's Share WRS	0.00	0.00	0.00	0.00	349	0	0	0	0
496	Employer's Share WRS	0.00	0.00	0.00	0.00	38,674	56,793	61,029	61,029	0
497	Social Security	0.00	0.00	0.00	0.00	50,289	68,644	70,624	70,624	0
498	Life Insurance	0.00	0.00	0.00	0.00	2,871	1,996	3,760	3,760	0
499	Health Insurance	0.00	0.00	0.00	0.00	158,070	207,167	212,282	212,282	0
500	Dental Insurance	0.00	0.00	0.00	0.00	7,726	47,066	9,821	9,821	0
501	Long Term Disability Ins	0.00	0.00	0.00	0.00	4,976	3,276	5,941	5,941	0
502	<i>Total Salary & Benefits</i>	11.48	22.00	22.00	0.00	924,763	1,212,643	1,317,225	1,317,225	0
503	<i>Other Expenses</i>									
504	Purchased Services	0.00	0.00	0.00	0.00	2,735,952	5,389,166	4,486,843	4,486,843	0
505	Insurance & Judgemen	0.00	0.00	0.00	0.00	4,178	0	4,065	4,065	0
506	<i>Total Other Expenses</i>	0.00	0.00	0.00	0.00	2,740,130	5,389,166	4,490,908	4,490,908	0
507	FUND 41 TOTAL	11.48	22.00	22.00	0.00	3,664,894	6,601,809	5,808,133	5,808,133	0
508	QZAB/QSCB FUNDS									
509	<i>Other Expenses</i>									
510	Purchased Services	0.00	0.00	0.00	0.00	554,403	0	0	0	0
511	<i>Total Other Expenses</i>	0.00	0.00	0.00	0.00	554,403	0	0	0	0
512	FUND 47 TOTAL	0.00	0.00	0.00	0.00	554,403	0	0	0	0
513	FOOD SERVICE									

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		-----FTE-----				-----Expenditures-----				
		2012-2013	2013-2014	2013-2014	2013-2014	2011-2012	2012-2013	2013-2014	2013-2014	2013-2014
		Revised Budget	Cost to Continue	Balanced	Incr/Decr	Actuals	Revised Budget	Cost to Continue	Balanced	Incr/Decr
514	Salary & Benefits									
515	Clerical/Technical-Temp	0.00	0.00	0.00	0.00	147	500	500	500	0
516	Cust/Operation-Temp	0.00	0.00	0.00	0.00	1,196	500	500	500	0
517	Food Service-Temp	0.00	0.00	0.00	0.00	102,279	16,000	16,000	16,000	0
518	Administrative-Perm	6.00	5.00	5.00	0.00	412,256	386,411	401,699	401,699	0
519	Clerical/Technical-Perm	1.98	1.50	1.50	0.00	76,336	80,000	73,163	73,163	0
520	Cust/Operation-Perm	4.85	4.85	4.85	0.00	203,807	134,093	219,826	219,826	0
521	Food Service-Permanent	92.71	93.58	93.58	0.00	2,229,293	2,072,671	2,162,363	2,162,363	0
522	PermNon-Union Professional	1.50	1.50	1.50	0.00	94,464	106,140	110,797	110,797	0
523	Noon Lunch Supervision	1.88	1.84	0.00	(1.84)	(1,000)	0	0	0	0
524	Cust O/T-Nonschool Activ.	0.00	0.00	0.00	0.00	39	0	0	0	0
525	Cust O/T-Emergency Maint.	0.00	0.00	0.00	0.00	158	0	0	0	0
526	CLERICAL OT	0.00	0.00	0.00	0.00	31	0	0	0	0
527	CUSTODIAL OT	0.00	0.00	0.00	0.00	257	0	0	0	0
528	FOOD SERV OT	0.00	0.00	0.00	0.00	8,793	0	0	0	0
529	Employee's Share WRS	0.00	0.00	0.00	0.00	(6,661)	0	0	0	0
530	Employer's Share WRS	0.00	0.00	0.00	0.00	171,321	171,176	190,583	190,583	0
531	Social Security	0.00	0.00	0.00	0.00	230,416	215,028	224,099	224,099	0
532	Life Insurance	0.00	0.00	0.00	0.00	8,306	10,660	11,402	11,402	0
533	Health Insurance	0.00	0.00	0.00	0.00	1,399,533	1,505,710	1,702,141	1,702,141	0
534	Dental Insurance	0.00	0.00	0.00	0.00	73,731	88,280	79,706	79,706	0
535	Long Term Disability Ins	0.00	0.00	0.00	0.00	17,871	19,254	19,231	19,231	0
536	Total Salary & Benefits	108.92	108.27	106.43	(1.84)	5,022,572	4,806,423	5,212,209	5,212,209	0
537	Other Expenses									
538	Purchased Services	0.00	0.00	0.00	0.00	165,448	183,951	190,000	190,000	0
539	Supplies & Materials	0.00	0.00	0.00	0.00	4,340,366	4,510,385	4,754,450	4,754,450	0
540	Equipment	0.00	0.00	0.00	0.00	35,605	103,542	97,500	97,500	0
541	Insurance & Judgemen	0.00	0.00	0.00	0.00	20,454	0	19,889	19,889	0
542	Misc & Other Expense	0.00	0.00	0.00	0.00	120	150	150	150	0
543	Total Other Expenses	0.00	0.00	0.00	0.00	4,561,993	4,798,028	5,061,989	5,061,989	0
544	FUND 50 TOTAL	108.92	108.27	106.43	(1.84)	9,584,565	9,604,451	10,274,198	10,274,198	0

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	-----FTE-----				-----Expenditures-----					
	2012-2013	2013-2014	2013-2014	2013-2014	2011-2012	2012-2013	2013-2014	2013-2014	2013-2014	
	Revised Budget	Cost to Continue	Balanced	Incr/Decr	Actuals	Revised Budget	Cost to Continue	Balanced	Incr/Decr	
545	EXPENDABLE TRUST									
546	<i>Other Expenses</i>									
547	0.00	0.00	0.00	0.00	6,305	0	0	0	0	
548	0.00	0.00	0.00	0.00	1,951	0	0	0	0	
549	0.00	0.00	0.00	0.00	136,508	0	0	0	0	
550	0.00	0.00	0.00	0.00	144,764	0	0	0	0	
551	0.00	0.00	0.00	0.00	144,764	0	0	0	0	
552	NON-EXPENDABLE TRUST									
553	<i>Other Expenses</i>									
554	0.00	0.00	0.00	0.00	98	0	0	0	0	
555	0.00	0.00	0.00	0.00	98	0	0	0	0	
556	0.00	0.00	0.00	0.00	98	0	0	0	0	
557	COMMUNITY SERVICE									
558	<i>Salary & Benefits</i>									
559	0.00	0.00	0.00	0.00	6,342	0	0	0	0	
560	9.50	11.02	11.02	0.00	425,368	393,328	495,171	495,171	0	
561	1.00	1.00	1.00	0.00	80,930	80,620	82,636	82,636	0	
562	0.00	0.00	0.00	0.00	4,268	0	0	0	0	
563	0.00	0.00	0.00	0.00	474	0	0	0	0	
564	0.00	0.00	0.00	0.00	292	0	0	0	0	
565	0.00	0.00	0.00	0.00	30,649	30,333	37,368	37,368	0	
566	0.00	0.00	0.00	0.00	39,518	36,199	42,286	42,286	0	
567	0.00	0.00	0.00	0.00	1,508	1,303	1,296	1,296	0	
568	0.00	0.00	0.00	0.00	165,046	152,773	181,028	181,028	0	
569	0.00	0.00	0.00	0.00	8,185	7,057	8,038	8,038	0	
570	0.00	0.00	0.00	0.00	3,849	3,791	3,974	3,974	0	
571	10.50	12.02	12.02	0.00	766,429	705,404	851,797	851,797	0	
572	<i>Other Expenses</i>									
573	0.00	0.00	0.00	0.00	0	675,500	551,050	150,000	(401,050)	
574	0.00	0.00	0.00	0.00	16,643	28,915	29,491	29,491	0	
575	0.00	0.00	0.00	0.00	16,643	704,415	580,541	179,491	(401,050)	

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		-----FTE-----				-----Expenditures-----				
		2012-2013	2013-2014	2013-2014	2013-2014	2011-2012	2012-2013	2013-2014	2013-2014	2013-2014
		Revised Budget	Cost to Continue	Balanced	Incr/Decr	Actuals	Revised Budget	Cost to Continue	Balanced	Incr/Decr
576	FUND 80 TOTAL	10.50	12.02	12.02	0.00	783,072	1,409,819	1,432,338	1,031,288	(401,050)
577	STUDENT PRGM COOP-FISCAL AGENT									
578	<i>Other Expenses</i>									
579	Interfund Transfers	0.00	0.00	0.00	0.00	6,530	3,700	3,774	3,774	0
580	Misc & Other Expense	0.00	0.00	0.00	0.00	0	7,377	3,725	3,725	0
581	<i>Total Other Expenses</i>	0.00	0.00	0.00	0.00	6,530	11,077	7,499	7,499	0
582	FUND 99 TOTAL	0.00	0.00	0.00	0.00	6,530	11,077	7,499	7,499	0
583	BUSINESS SERVICES TOTAL	390.77	416.49	415.65	(0.84)	128,548,919	112,919,367	115,015,555	119,580,244	4,564,688

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	-----FTE-----				-----Expenditures-----				
	2012-2013	2013-2014	2013-2014	2013-2014	2011-2012	2012-2013	2013-2014	2013-2014	2013-2014
	Revised Budget	Cost to Continue	Balanced	Incr/Decr	Actuals	Revised Budget	Cost to Continue	Balanced	Incr/Decr
600-HUMAN RESOURCES									
584 GENERAL FUND									
585 Salary & Benefits									
586 Administrative Temp	0.00	0.00	0.00	0.00	0	35,359	36,066	36,066	0
587 Teacher-Temp	0.00	0.00	0.00	0.00	3,142,981	3,295,036	3,301,657	3,301,657	0
588 Sub Teacher-Contractual	0.00	0.00	0.00	0.00	147,962	154,925	158,024	158,024	0
589 Clerical/Technical-Temp	0.00	0.00	0.00	0.00	9,800	124,250	126,735	126,735	0
590 EA/SEA-Temp	0.00	0.00	0.00	0.00	20	0	0	0	0
591 Misc-Temp	0.00	0.00	0.00	0.00	3,604	0	500	500	0
592 Administrative-Perm	6.00	5.00	4.00	(1.00)	567,153	646,761	578,626	460,438	(118,188)
593 Teacher-Perm	0.07	0.07	0.07	0.00	8,937	4,679	4,688	4,688	0
594 Perm Non-Union Hourly	3.90	3.83	3.83	0.00	201,846	199,938	194,639	194,639	0
595 Clerical/Technical-Perm	10.50	8.52	8.52	0.00	427,640	398,473	378,630	378,630	0
596 EA/HCA-Perm	0.88	0.88	0.88	0.00	27,548	25,297	24,860	24,860	0
597 PermNon-Union Professional	11.00	11.00	11.00	0.00	556,453	683,819	735,195	722,719	(12,476)
598 Misc-Perm	1.41	1.41	1.41	0.00	82,275	105,162	79,120	79,120	0
599 Sub Teacher-Administrativ	0.00	0.00	0.00	0.00	11,107	28,105	28,667	28,667	0
600 Sabbatical Pay-Teachers	1.00	1.00	1.00	0.00	36,791	77,944	79,503	79,503	0
601 CLERICAL OT	0.00	0.00	0.00	0.00	1,931	0	0	0	0
602 ED ASST OT	0.00	0.00	0.00	0.00	24	0	0	0	0
603 OTHER OT	0.00	0.00	0.00	0.00	67	0	0	0	0
604 Employee's Share WRS	0.00	0.00	0.00	0.00	499	0	0	0	0
605 Employer's Share WRS	0.00	0.00	0.00	0.00	115,188	131,574	139,135	130,433	(8,702)
606 Employer WRS Rate Temp	0.00	0.00	0.00	0.00	0	1,765	17,388	8,694	(8,694)
607 Social Security	0.00	0.00	0.00	0.00	330,173	154,940	152,952	142,956	(9,996)
608 Social Security Rate Temp	0.00	0.00	0.00	0.00	0	192,704	280,519	140,260	(140,260)
609 Life Insurance	0.00	0.00	0.00	0.00	112,473	98,508	75,935	75,198	(737)
610 Health Insurance	0.00	0.00	0.00	0.00	3,525,233	3,432,675	2,608,378	2,588,235	(20,143)
611 Self Funded Health Ins	0.00	0.00	0.00	0.00	0	1,000,000	404,491	404,491	0
612 Dental Insurance	0.00	0.00	0.00	0.00	410,598	450,598	488,412	487,381	(1,031)
613 Lt Care Insurance	0.00	0.00	0.00	0.00	231,564	215,359	230,346	230,346	0

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	-----FTE-----				-----Expenditures-----					
	2012-2013	2013-2014	2013-2014	2013-2014	2011-2012	2012-2013	2013-2014	2013-2014	2013-2014	
	Revised Budget	Cost to Continue	Balanced	Incr/Decr	Actuals	Revised Budget	Cost to Continue	Balanced	Incr/Decr	
614	0.00	0.00	0.00	0.00	14,022	16,570	14,751	13,689	(1,062)	
615	0.00	0.00	0.00	0.00	519,182	162,696	171,408	171,408	0	
616	34.76	31.71	30.71	(1.00)	10,485,069	11,637,135	10,310,625	9,989,338	(321,288)	
617	Other Expenses									
618	0.00	0.00	0.00	0.00	570,530	548,577	561,548	721,579	160,031	
619	0.00	0.00	0.00	0.00	44,859	54,052	62,419	70,677	8,259	
620	0.00	0.00	0.00	0.00	0	5,000	9,100	4,000	(5,100)	
621	0.00	0.00	0.00	0.00	1,195,972	1,614,215	1,353,636	1,323,636	(30,000)	
622	0.00	0.00	0.00	0.00	3,051	3,794	3,870	3,870	0	
623	0.00	0.00	0.00	0.00	1,814,412	2,225,638	1,990,573	2,123,763	133,189	
624	34.76	31.71	30.71	(1.00)	12,299,482	13,862,773	12,301,199	12,113,101	(188,098)	
625	EDUCATIONAL SERVICES									
626	Salary & Benefits									
627	0.03	0.03	0.03	0.00	833	1,893	1,886	1,886	0	
628	0.00	0.00	0.00	0.00	49	121	127	127	0	
629	0.00	0.00	0.00	0.00	64	144	144	144	0	
630	0.00	0.00	0.00	0.00	4	9	11	11	0	
631	0.00	0.00	0.00	0.00	219	526	511	511	0	
632	0.00	0.00	0.00	0.00	13	31	30	30	0	
633	0.00	0.00	0.00	0.00	5	12	12	12	0	
634	0.03	0.03	0.03	0.00	1,187	2,736	2,721	2,721	0	
635	0.03	0.03	0.03	0.00	1,187	2,736	2,721	2,721	0	
636	MADISON AREA DIVERSITY CONSORT									
637	Other Expenses									
638	0.00	0.00	0.00	0.00	7,101	0	0	0	0	
639	0.00	0.00	0.00	0.00	7,101	0	0	0	0	
640	0.00	0.00	0.00	0.00	7,101	0	0	0	0	
641	34.79	31.74	30.74	(1.00)	12,307,769	13,865,509	12,303,920	12,115,822	(188,098)	

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	-----FTE-----				-----Expenditures-----				
	2012-2013 Revised Budget	2013-2014 Cost to Continue	2013-2014 Balanced	2013-2014 Incr/Decr	2011-2012 Actuals	2012-2013 Revised Budget	2013-2014 Cost to Continue	2013-2014 Balanced	2013-2014 Incr/Decr
670-OFFICE OF PROF DEVELOPMENT									
642: GENERAL FUND									
643: Salary & Benefits									
644: Teacher-Temp	0.00	0.00	0.00	0.00	186,968	205,754	169,321	169,321	0
645: Sub Teacher-Contractual	0.00	0.00	0.00	0.00	0	2,405	0	118,525	118,525
646: Clerical/Technical-Temp	0.00	0.00	0.00	0.00	418	0	0	0	0
647: EA/SEA-Temp	0.00	0.00	0.00	0.00	0	2,786	2,628	0	(2,628)
648: Administrative-Perm	1.00	1.00	1.00	0.00	101,767	104,000	106,599	106,599	0
649: Teacher-Perm	4.69	3.69	3.00	(0.69)	371,542	223,672	360,400	175,037	(185,364)
650: Clerical/Technical-Perm	1.00	1.00	1.00	0.00	33,983	38,728	39,697	39,697	0
651: EA/HCA-Perm	0.00	0.00	0.00	0.00	1,673	0	0	0	0
652: PermNon-Union Professional	12.00	11.00	10.10	(0.90)	62,951	875,615	940,252	884,727	(55,525)
653: Sub Teacher-Administrativ	0.00	0.00	0.00	0.00	18,690	26,000	21,512	21,512	0
654: CLERICAL OT	0.00	0.00	0.00	0.00	96	0	0	0	0
655: Employee's Share WRS	0.00	0.00	0.00	0.00	(124)	0	0	0	0
656: Employer's Share WRS	0.00	0.00	0.00	0.00	35,224	62,517	112,128	91,768	(20,361)
657: Employer WRS Rate Temp	0.00	0.00	0.00	0.00	0	0	3,100	5,491	2,391
658: Social Security	0.00	0.00	0.00	0.00	59,102	98,420	128,047	103,418	(24,629)
659: Social Security Rate Temp	0.00	0.00	0.00	0.00	0	0	3,567	6,317	2,750
660: Life Insurance	0.00	0.00	0.00	0.00	1,374	2,700	3,107	2,131	(976)
661: Health Insurance	0.00	0.00	0.00	0.00	82,566	218,572	195,264	140,811	(54,453)
662: Dental Insurance	0.00	0.00	0.00	0.00	5,363	12,100	10,470	7,209	(3,261)
663: Long Term Disability Ins	0.00	0.00	0.00	0.00	4,371	9,850	9,246	6,622	(2,624)
664: Total Salary & Benefits	18.69	16.69	15.10	(1.59)	965,965	1,903,119	2,105,339	1,879,184	(226,154)
665: Other Expenses									
666: Purchased Services	0.00	0.00	0.00	0.00	313,337	241,603	137,372	407,372	270,000
667: Supplies & Materials	0.00	0.00	0.00	0.00	44,513	45,666	45,389	45,389	0
668: Equipment	0.00	0.00	0.00	0.00	4,527	4,500	4,500	4,500	0
669: Misc & Other Expense	0.00	0.00	0.00	0.00	3,270	0	100,000	100,000	0
670: Total Other Expenses	0.00	0.00	0.00	0.00	365,648	291,769	287,261	557,261	270,000
671: FUND 10 TOTAL	18.69	16.69	15.10	(1.59)	1,331,612	2,194,888	2,392,600	2,436,445	43,846

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	-----FTE-----				-----Expenditures-----				
	2012-2013	2013-2014	2013-2014	2013-2014	2011-2012	2012-2013	2013-2014	2013-2014	2013-2014
	Revised Budget	Cost to Continue	Balanced	Incr/Decr	Actuals	Revised Budget	Cost to Continue	Balanced	Incr/Decr
672	SPECIAL REVENUE TRUST FUND								
673	<i>Other Expenses</i>								
674	Misc & Other Expense	0.00	0.00	0.00	0.00	0	13,205	0	0
675	<i>Total Other Expenses</i>	0.00	0.00	0.00	0.00	0	13,205	0	0
676	FUND 21 TOTAL	0.00	0.00	0.00	0.00	0	13,205	0	0
677	Office of Prof Development TOTAL	18.69	16.69	15.10	(1.59)	1,331,612	2,208,093	2,392,600	2,436,445

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	-----FTE-----				-----Expenditures-----				
	2012-2013	2013-2014	2013-2014	2013-2014	2011-2012	2012-2013	2013-2014	2013-2014	2013-2014
	Revised Budget	Cost to Continue	Balanced	Incr/Decr	Actuals	Revised Budget	Cost to Continue	Balanced	Incr/Decr
700-MSCR/COMMUNITY RECREATION									
678: COMMUNITY SERVICE									
679: Salary & Benefits									
680: Teacher-Temp	0.00	0.00	0.00	0.00	1,338	0	0	0	0
681: Clerical/Technical-Temp	0.00	0.00	0.00	0.00	25,038	0	0	0	0
682: Cust/Operation-Temp	0.00	0.00	0.00	0.00	218	0	0	0	0
683: Misc-Temp	0.00	0.00	0.00	0.00	3,636,106	4,074,988	4,236,788	4,231,688	(5,100)
684: Administrative-Perm	8.00	8.00	8.00	0.00	712,498	722,178	740,234	740,234	0
685: Perm Non-Union Hourly	0.00	0.00	0.00	0.00	3,894	0	0	0	0
686: Clerical/Technical-Perm	20.79	20.29	20.29	0.00	717,166	765,605	907,887	907,887	0
687: Cust/Operation-Perm	1.00	1.00	1.00	0.00	57,007	55,640	56,264	56,264	0
688: PermNon-Union Professional	27.00	26.00	26.70	0.70	1,320,586	1,456,518	1,464,341	1,506,479	42,138
689: CLERICAL OT	0.00	0.00	0.00	0.00	2,026	0	0	0	0
690: CUSTODIAL OT	0.00	0.00	0.00	0.00	17	0	0	0	0
691: Employee's Share WRS	0.00	0.00	0.00	0.00	4,033	0	0	0	0
692: Employer's Share WRS	0.00	0.00	0.00	0.00	265,770	192,995	245,827	248,629	2,802
693: Employer WRS Rate Temp	0.00	0.00	0.00	0.00	0	0	223,267	223,267	0
694: Social Security	0.00	0.00	0.00	0.00	492,879	230,145	281,403	284,626	3,224
695: Social Security Rate Temp	0.00	0.00	0.00	0.00	0	0	269,207	269,207	0
696: Life Insurance	0.00	0.00	0.00	0.00	6,569	7,734	7,983	8,062	79
697: Health Insurance	0.00	0.00	0.00	0.00	515,956	597,751	595,083	603,666	8,582
698: Dental Insurance	0.00	0.00	0.00	0.00	30,606	33,877	31,731	32,220	489
699: Long Term Disability Ins	0.00	0.00	0.00	0.00	21,660	24,459	23,549	23,968	419
700: Fringe Benefits	0.00	0.00	0.00	0.00	23	0	0	0	0
701: Total Salary & Benefits	56.79	55.29	55.99	0.70	7,813,192	8,161,890	9,083,565	9,136,197	52,633
702: Other Expenses									
703: Purchased Services	0.00	0.00	0.00	0.00	1,599,263	1,995,885	2,146,700	2,146,700	0
704: Supplies & Materials	0.00	0.00	0.00	0.00	528,953	666,049	721,034	621,034	(100,000)
705: Equipment	0.00	0.00	0.00	0.00	90,900	94,401	215,900	215,900	0
706: Insurance & Judgemen	0.00	0.00	0.00	0.00	52,019	0	50,580	50,580	0
707: Misc & Other Expense	0.00	0.00	0.00	0.00	61,183	57,400	70,300	70,300	0

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		FTE				Expenditures				
		2012-2013	2013-2014	2013-2014	2013-2014	2011-2012	2012-2013	2013-2014	2013-2014	2013-2014
		Revised Budget	Cost to Continue	Balanced	Incr/Decr	Actuals	Revised Budget	Cost to Continue	Balanced	Incr/Decr
708	Total Other Expenses	0.00	0.00	0.00	0.00	2,332,318	2,813,735	3,204,515	3,104,515	(100,000)
709	FUND 80 TOTAL	56.79	55.29	55.99	0.70	10,145,510	10,975,625	12,288,079	12,240,712	(47,368)
710	MSCR/COMMUNITY RECREATION TOTAL	56.79	55.29	55.99	0.70	10,145,510	10,975,625	12,288,079	12,240,712	(47,368)

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	-----FTE-----				-----Expenditures-----				
	2012-2013 Revised Budget	2013-2014 Cost to Continue	2013-2014 Balanced	2013-2014 Incr/Decr	2011-2012 Actuals	2012-2013 Revised Budget	2013-2014 Cost to Continue	2013-2014 Balanced	2013-2014 Incr/Decr
800-STUDENT SERVICES									
711 GENERAL FUND									
712 Salary & Benefits									
713 Teacher-Temp	0.00	0.00	0.00	0.00	282,329	312,362	327,405	323,651	(3,754)
714 Sub Teacher-Contractual	0.00	0.00	0.00	0.00	181,110	83,789	85,364	85,364	0
715 Clerical/Technical-Temp	0.00	0.00	0.00	0.00	56,489	9,035	9,216	9,216	0
716 EA/SEA-Temp	0.00	0.00	0.00	0.00	5,963	10,325	10,191	10,191	0
717 Misc-Temp	0.00	0.00	0.00	0.00	28,460	1,853	1,845	1,845	0
718 Administrative-Perm	5.00	6.00	6.00	0.00	585,874	606,819	621,987	621,987	0
719 Teacher-Perm	124.21	128.10	133.25	5.15	6,413,878	6,845,649	7,568,965	7,851,294	282,328
720 Clerical/Technical-Perm	7.03	6.93	6.93	0.00	279,648	263,471	321,459	321,459	0
721 EA/HCA-Perm	41.02	40.49	39.99	(0.50)	791,945	1,003,169	1,197,687	1,170,893	(26,793)
722 PermNon-Union Professional	1.60	0.00	0.00	0.00	0	94,734	96,629	0	(96,629)
723 Sub Teacher-Administrativ	0.00	0.00	0.00	0.00	8,989	44,878	44,830	14,741	(30,089)
724 Security	25.50	28.50	28.50	0.00	660,324	784,944	830,823	830,823	0
725 SECURITY OT	0.00	0.00	0.00	0.00	7,025	0	0	0	0
726 CLERICAL OT	0.00	0.00	0.00	0.00	512	0	0	0	0
727 ED ASST OT	0.00	0.00	0.00	0.00	51	0	0	0	0
728 Employee's Share WRS	0.00	0.00	0.00	0.00	467	0	0	0	0
729 Employer's Share WRS	0.00	0.00	0.00	0.00	534,478	600,435	675,103	674,813	(291)
730 Employer WRS Rate Temp	0.00	0.00	0.00	0.00	0	0	31,243	16,124	(15,119)
731 Social Security	0.00	0.00	0.00	0.00	719,262	732,410	778,118	777,583	(535)
732 Social Security Rate Temp	0.00	0.00	0.00	0.00	0	0	35,941	18,549	(17,392)
733 Life Insurance	0.00	0.00	0.00	0.00	26,616	33,215	32,235	31,795	(440)
734 Health Insurance	0.00	0.00	0.00	0.00	2,464,162	2,689,172	2,865,407	2,870,347	4,940
735 Dental Insurance	0.00	0.00	0.00	0.00	136,999	176,519	149,354	151,840	2,486
736 Long Term Disability Ins	0.00	0.00	0.00	0.00	66,580	73,186	74,581	76,276	1,697
737 Total Salary & Benefits	204.36	210.02	214.67	4.65	13,251,163	14,365,966	15,758,382	15,858,792	100,411
738 Other Expenses									
739 Purchased Services	0.00	0.00	0.00	0.00	1,273,389	968,094	1,077,736	1,243,417	165,681
740 Supplies & Materials	0.00	0.00	0.00	0.00	279,587	407,567	486,673	383,208	(103,465)

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		-----FTE-----				-----Expenditures-----				
		2012-2013	2013-2014	2013-2014	2013-2014	2011-2012	2012-2013	2013-2014	2013-2014	2013-2014
		Revised Budget	Cost to Continue	Balanced	Incr/Decr	Actuals	Revised Budget	Cost to Continue	Balanced	Incr/Decr
741	Equipment	0.00	0.00	0.00	0.00	121,399	65,018	69,140	69,140	0
742	Misc & Other Expense	0.00	0.00	0.00	0.00	2,387	(1,058)	100	100	0
743	Total Other Expenses	0.00	0.00	0.00	0.00	1,676,761	1,439,621	1,633,649	1,695,866	62,216
744	FUND 10 TOTAL	204.36	210.02	214.67	4.65	14,927,924	15,805,587	17,392,031	17,554,658	162,627
745	SPECIAL REVENUE TRUST FUND									
746	Salary & Benefits									
747	Teacher-Temp	0.00	0.00	0.00	0.00	246	0	0	0	0
748	Sub Teacher-Administrativ	0.00	0.00	0.00	0.00	1,385	2,593	0	0	0
749	Employer's Share WRS	0.00	0.00	0.00	0.00	122	0	0	0	0
750	Social Security	0.00	0.00	0.00	0.00	108	0	0	0	0
751	Health Insurance	0.00	0.00	0.00	0.00	44	0	0	0	0
752	Total Salary & Benefits	0.00	0.00	0.00	0.00	1,906	2,593	0	0	0
753	Other Expenses									
754	Purchased Services	0.00	0.00	0.00	0.00	11,951	9,666	0	0	0
755	Supplies & Materials	0.00	0.00	0.00	0.00	10,224	11,476	0	0	0
756	Total Other Expenses	0.00	0.00	0.00	0.00	22,175	21,142	0	0	0
757	FUND 21 TOTAL	0.00	0.00	0.00	0.00	24,081	23,734	0	0	0
758	EDUCATIONAL SERVICES									
759	Salary & Benefits									
760	Teacher-Temp	0.00	0.00	0.00	0.00	45,866	4,892	13,152	13,152	0
761	Sub Teacher-Contractual	0.00	0.00	0.00	0.00	123,885	72,150	73,593	73,593	0
762	EA/SEA-Temp	0.00	0.00	0.00	0.00	6,367	0	0	0	0
763	Long Term Sub-Contractual	0.00	0.00	0.00	0.00	20,471	35,440	25,000	25,000	0
764	Teacher-Perm	84.61	84.38	84.38	0.00	4,923,474	4,576,083	4,993,565	4,993,565	0
765	EA/HCA-Perm	5.62	5.62	4.12	(1.50)	152,830	129,323	132,557	132,557	0
766	Sub Teacher-Administrativ	0.00	0.00	0.00	0.00	610	0	0	0	0
767	ED ASST OT	0.00	0.00	0.00	0.00	12	0	0	0	0
768	Employer's Share WRS	0.00	0.00	0.00	0.00	278,959	315,250	342,006	342,006	0
769	Employer WRS Rate Temp	0.00	0.00	0.00	0.00	0	0	7,431	3,716	(3,716)
770	Social Security	0.00	0.00	0.00	0.00	377,258	374,692	385,733	385,733	0
771	Social Security Rate Temp	0.00	0.00	0.00	0.00	0	0	8,548	4,274	(4,274)

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	-----FTE-----				-----Expenditures-----					
	2012-2013 Revised Budget	2013-2014 Cost to Continue	2013-2014 Balanced	2013-2014 Incr/Decr	2011-2012 Actuals	2012-2013 Revised Budget	2013-2014 Cost to Continue	2013-2014 Balanced	2013-2014 Incr/Decr	
772	Life Insurance	0.00	0.00	0.00	0.00	14,281	17,031	16,358	16,358	0
773	Health Insurance	0.00	0.00	0.00	0.00	1,221,065	1,199,876	1,167,845	1,167,845	0
774	Dental Insurance	0.00	0.00	0.00	0.00	62,499	74,091	62,553	62,553	0
775	Long Term Disability Ins	0.00	0.00	0.00	0.00	36,803	35,172	36,364	36,364	0
776	Total Salary & Benefits	90.23	90.00	88.50	(1.50)	7,264,382	6,833,999	7,264,706	7,256,716	(7,990)
777	Other Expenses									
778	Purchased Services	0.00	0.00	0.00	0.00	43,719	32,228	33,661	33,661	0
779	Supplies & Materials	0.00	0.00	0.00	0.00	11,677	15,104	12,619	12,619	0
780	Total Other Expenses	0.00	0.00	0.00	0.00	55,396	47,332	46,280	46,280	0
781	FUND 27 TOTAL	90.23	90.00	88.50	(1.50)	7,319,778	6,881,331	7,310,986	7,302,997	(7,990)
782	COMMUNITY SERVICE									
783	Salary & Benefits									
784	Misc-Temp	0.00	0.00	0.00	0.00	299	0	0	0	0
785	Teacher-Perm	1.00	1.00	1.50	0.50	68,188	65,421	66,315	95,088	28,773
786	Security	2.00	2.00	2.00	0.00	44,429	112,212	57,508	57,508	0
787	SECURITY OT	0.00	0.00	0.00	0.00	100	0	0	0	0
788	Employer's Share WRS	0.00	0.00	0.00	0.00	6,540	11,369	4,417	6,330	1,913
789	Social Security	0.00	0.00	0.00	0.00	8,576	13,553	4,972	7,173	2,201
790	Life Insurance	0.00	0.00	0.00	0.00	333	406	233	321	88
791	Health Insurance	0.00	0.00	0.00	0.00	29,214	54,317	3,677	9,758	6,081
792	Dental Insurance	0.00	0.00	0.00	0.00	1,564	3,364	585	923	338
793	Long Term Disability Ins	0.00	0.00	0.00	0.00	821	1,335	511	830	319
794	Total Salary & Benefits	3.00	3.00	3.50	0.50	160,063	261,977	138,218	177,932	39,714
795	Other Expenses									
796	Purchased Services	0.00	0.00	0.00	0.00	0	320,232	326,637	326,637	0
797	Total Other Expenses	0.00	0.00	0.00	0.00	0	320,232	326,637	326,637	0
798	FUND 80 TOTAL	3.00	3.00	3.50	0.50	160,063	582,209	464,855	504,568	39,714
799	STUDENT SERVICES TOTAL	297.59	303.02	306.67	3.65	22,431,845	23,292,861	25,167,871	25,362,223	194,351

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Madison Metropolitan School District

Budgets by Division

Balanced Budget 2013-2014

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2013-2014 Budgets by Division

	-----FTE-----				-----Expenditures-----				
	2012-2013	2013-2014	2013-2014	2013-2014	2011-2012	2012-2013	2013-2014	2013-2014	2013-2014
	Revised Budget	Cost to Continue	Balanced	Incr/Decr	Actuals	Revised Budget	Cost to Continue	Balanced	Incr/Decr
900-GENERAL ADMINISTRATION									
800 GENERAL FUND									
801 Salary & Benefits									
802 Administrative Temp	0.00	0.00	0.00	0.00	112,896	188,457	192,227	190,381	(1,846)
803 Teacher-Temp	0.00	0.00	0.00	0.00	64,522	39,142	39,922	39,922	0
804 Clerical/Technical-Temp	0.00	0.00	0.00	0.00	17,804	23,450	23,919	23,919	0
805 EA/SEA-Temp	0.00	0.00	0.00	0.00	3,279	0	0	0	0
806 Misc-Temp	0.00	0.00	0.00	0.00	13,094	0	0	0	0
807 Administrative-Perm	5.50	5.50	5.50	0.00	868,095	724,096	841,801	841,801	0
808 Teacher-Perm	5.88	3.33	3.33	0.00	196,674	296,152	229,322	229,322	0
809 Perm Non-Union Hourly	4.00	4.00	4.00	0.00	224,353	228,581	234,834	234,834	0
810 Clerical/Technical-Perm	1.93	2.93	2.93	0.00	114,096	148,366	154,242	154,242	0
811 EA/HCA-Perm	1.91	2.44	2.44	0.00	11,330	33,175	51,006	51,006	0
812 PermNon-Union Professional	4.00	3.00	3.00	0.00	204,727	229,952	235,700	235,700	0
813 Sub Teacher-Administrativ	0.00	0.00	0.00	0.00	4,296	5,164	5,265	5,265	0
814 Board of Education	0.00	0.00	0.00	0.00	30,050	0	29,700	29,700	0
815 CLERICAL OT	0.00	0.00	0.00	0.00	4,413	0	0	0	0
816 Employee's Share WRS	0.00	0.00	0.00	0.00	357	0	0	0	0
817 Employer's Share WRS	0.00	0.00	0.00	0.00	99,238	100,912	101,136	101,136	0
818 Employer WRS Rate Temp	0.00	0.00	0.00	0.00	0	0	2,899	1,059	(1,840)
819 Social Security	0.00	0.00	0.00	0.00	130,823	123,822	126,639	126,639	0
820 Social Security Rate Temp	0.00	0.00	0.00	0.00	0	0	3,335	1,218	(2,117)
821 Life Insurance	0.00	0.00	0.00	0.00	5,666	5,055	5,633	5,633	0
822 Health Insurance	0.00	0.00	0.00	0.00	284,846	387,364	384,081	384,081	0
823 Dental Insurance	0.00	0.00	0.00	0.00	16,626	20,274	19,155	19,155	0
824 Long Term Disability Ins	0.00	0.00	0.00	0.00	12,011	13,607	13,732	13,732	0
825 Other Employee Benefits	0.00	0.00	0.00	0.00	10,000	21,885	21,885	21,885	0
826 Total Salary & Benefits	23.22	21.20	21.20	0.00	2,429,197	2,589,455	2,716,433	2,710,630	(5,804)
827 Other Expenses									
828 Purchased Services	0.00	0.00	0.00	0.00	524,596	827,700	314,292	304,092	(10,200)
829 Supplies & Materials	0.00	0.00	0.00	0.00	119,441	70,181	72,742	65,602	(7,140)

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Madison Metropolitan School District

Budgets by Division

Balanced Budget 2013-2014

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2013-2014 Budgets by Division

	-----FTE-----				-----Expenditures-----					
	2012-2013	2013-2014	2013-2014	2013-2014	2011-2012	2012-2013	2013-2014	2013-2014	2013-2014	
	Revised Budget	Cost to Continue	Balanced	Incr/Decr	Actuals	Revised Budget	Cost to Continue	Balanced	Incr/Decr	
830	Equipment	0.00	0.00	0.00	0.00	19,853	15,740	15,002	15,002	0
831	Debt Service Cost	0.00	0.00	0.00	0.00	0	67	68	68	0
832	Interfund Transfers	0.00	0.00	0.00	0.00	47,263	0	0	0	0
833	Misc & Other Expense	0.00	0.00	0.00	0.00	31,627	48,996	47,542	57,542	10,000
834	Total Other Expenses	0.00	0.00	0.00	0.00	742,780	962,684	449,646	442,306	(7,340)
835	FUND 10 TOTAL	23.22	21.20	21.20	0.00	3,171,977	3,552,139	3,166,079	3,152,935	(13,144)
836	SPECIAL REVENUE TRUST FUND									
837	Other Expenses									
838	Purchased Services	0.00	0.00	0.00	0.00	0	3,775	0	0	0
839	Total Other Expenses	0.00	0.00	0.00	0.00	0	3,775	0	0	0
840	FUND 21 TOTAL	0.00	0.00	0.00	0.00	0	3,775	0	0	0
841	EXPENDABLE TRUST									
842	Salary & Benefits									
843	Administrative Temp	0.00	0.00	0.00	0.00	20,000	20,000	0	0	0
844	Teacher-Temp	0.00	0.00	0.00	0.00	7,505	4,331	0	0	0
845	EA/SEA-Temp	0.00	0.00	0.00	0.00	0	425	0	0	0
846	Teacher-Perm	0.00	0.00	0.00	0.00	4,567	0	0	0	0
847	Sub Teacher-Administrativ	0.00	0.00	0.00	0.00	2,832	2,776	0	0	0
848	Employer's Share WRS	0.00	0.00	0.00	0.00	766	0	0	0	0
849	Social Security	0.00	0.00	0.00	0.00	2,657	1,530	0	0	0
850	Life Insurance	0.00	0.00	0.00	0.00	1	0	0	0	0
851	Health Insurance	0.00	0.00	0.00	0.00	309	0	0	0	0
852	Dental Insurance	0.00	0.00	0.00	0.00	24	0	0	0	0
853	Long Term Disability Ins	0.00	0.00	0.00	0.00	10	0	0	0	0
854	Total Salary & Benefits	0.00	0.00	0.00	0.00	38,671	29,062	0	0	0
855	Other Expenses									
856	Purchased Services	0.00	0.00	0.00	0.00	15,823	12,660	0	0	0
857	Supplies & Materials	0.00	0.00	0.00	0.00	21,235	1,560	0	0	0
858	Equipment	0.00	0.00	0.00	0.00	4,121	31,053	0	0	0
859	Total Other Expenses	0.00	0.00	0.00	0.00	41,179	45,273	0	0	0
860	FUND 71 TOTAL	0.00	0.00	0.00	0.00	79,850	74,335	0	0	0

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Madison Metropolitan School District

Budgets by Division

Balanced Budget 2013-2014

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2013-2014 Budgets by Division

	-----FTE-----				-----Expenditures-----				
	2012-2013	2013-2014	2013-2014	2013-2014	2011-2012	2012-2013	2013-2014	2013-2014	2013-2014
	Revised Budget	Cost to Continue	Balanced	Incr/Decr	Actuals	Revised Budget	Cost to Continue	Balanced	Incr/Decr
861	COMMUNITY SERVICE								
862	<i>Salary & Benefits</i>								
863	0.00	0.00	0.00	0.00	2,063	8,800	8,976	8,976	0
864	0.00	0.00	0.00	0.00	20,814	11,300	11,526	11,526	0
865	0.00	0.00	0.00	0.00	14,700	28,490	29,060	29,060	0
866	0.00	0.00	1.00	1.00	0	0	0	99,604	99,604
867	1.00	1.00	1.00	0.00	84,789	73,897	75,744	75,744	0
868	0.00	0.00	0.00	0.00	6,325	0	0	0	0
869	2.35	4.20	4.20	0.00	213,593	192,713	205,488	205,488	0
870	1.00	1.00	1.00	0.00	0	56,168	59,400	59,400	0
871	0.00	0.00	0.00	0.00	0	90,674	92,488	92,488	0
872	0.00	0.00	0.00	0.00	3,787	0	0	0	0
873	0.00	0.00	0.00	0.00	139	0	0	0	0
874	0.00	0.00	0.00	0.00	19,241	21,396	22,994	29,618	6,624
875	0.00	0.00	0.00	0.00	26,202	25,765	25,988	33,608	7,620
876	0.00	0.00	0.00	0.00	762	999	941	1,245	304
877	0.00	0.00	0.00	0.00	75,484	94,624	83,355	95,586	12,231
878	0.00	0.00	0.00	0.00	4,095	5,299	4,832	5,601	769
879	0.00	0.00	0.00	0.00	1,849	2,327	2,200	3,156	956
880	4.35	6.20	7.20	1.00	473,842	612,452	622,992	751,099	128,108
881	<i>Other Expenses</i>								
882	0.00	0.00	0.00	0.00	22,943	23,684	26,657	26,657	0
883	0.00	0.00	0.00	0.00	11,323	10,472	10,681	10,681	0
884	0.00	0.00	0.00	0.00	11,154	10,100	10,302	10,302	0
885	0.00	0.00	0.00	0.00	1,383	700	714	714	0
886	0.00	0.00	0.00	0.00	46,804	44,956	48,355	48,355	0
887	4.35	6.20	7.20	1.00	520,646	657,408	671,346	799,454	128,108
888	STUDENT PRGM COOP-FISCAL AGENT								
889	<i>Salary & Benefits</i>								
890	0.00	0.00	0.00	0.00	1,808	16,076	16,398	16,398	0
891	0.00	0.00	0.00	0.00	30,156	77,424	78,972	78,972	0

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Madison Metropolitan School District

Budgets by Division

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2013-2014 Budgets by Division

		FTE				Expenditures				
		2012-2013	2013-2014	2013-2014	2013-2014	2011-2012	2012-2013	2013-2014	2013-2014	2013-2014
		Revised Budget	Cost to Continue	Balanced	Incr/Decr	Actuals	Revised Budget	Cost to Continue	Balanced	Incr/Decr
892	Administrative-Perm	1.00	1.00	1.00	0.00	72,405	68,990	72,404	72,404	0
893	Clerical/Technical-Perm	0.00	0.00	0.00	0.00	576	0	0	0	0
894	Employee's Share WRS	0.00	0.00	0.00	0.00	7	0	0	0	0
895	Employer's Share WRS	0.00	0.00	0.00	0.00	5,687	4,415	4,887	4,887	0
896	Employer WRS Rate Temp	0.00	0.00	0.00	0.00	0	0	6,342	3,171	(3,171)
897	Social Security	0.00	0.00	0.00	0.00	8,016	5,270	5,531	5,531	0
898	Social Security Rate Temp	0.00	0.00	0.00	0.00	0	0	7,296	3,648	(3,648)
899	Life Insurance	0.00	0.00	0.00	0.00	428	428	428	428	0
900	Health Insurance	0.00	0.00	0.00	0.00	13,612	0	0	0	0
901	Dental Insurance	0.00	0.00	0.00	0.00	1,601	865	865	865	0
902	Long Term Disability Ins	0.00	0.00	0.00	0.00	562	552	552	552	0
903	Total Salary & Benefits	1.00	1.00	1.00	0.00	134,859	174,020	193,675	186,856	(6,819)
904	Other Expenses									
905	Purchased Services	0.00	0.00	0.00	0.00	163,729	136,651	139,384	139,384	0
906	Supplies & Materials	0.00	0.00	0.00	0.00	13,942	21,955	22,394	22,394	0
907	Equipment	0.00	0.00	0.00	0.00	0	2,000	2,040	2,040	0
908	Misc & Other Expense	0.00	0.00	0.00	0.00	160	160	163	163	0
909	Total Other Expenses	0.00	0.00	0.00	0.00	177,831	160,766	163,981	163,981	0
910	FUND 99 TOTAL	1.00	1.00	1.00	0.00	312,690	334,786	357,657	350,838	(6,819)
911	GENERAL ADMINISTRATION TOTAL	28.57	28.40	29.40	1.00	4,085,163	4,622,443	4,195,082	4,303,227	108,145

Madison Metropolitan School District

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2013-2014 Budgets by Division

	-----FTE-----				-----Expenditures-----				
	2012-2013	2013-2014	2013-2014	2013-2014	2011-2012	2012-2013	2013-2014	2013-2014	2013-2014
	Revised Budget	Cost to Continue	Balanced	Incr/Decr	Actuals	Revised Budget	Cost to Continue	Balanced	Incr/Decr
980-INFORMATIONAL SERVICES									
912 GENERAL FUND									
913 Salary & Benefits									
914 Teacher-Temp	0.00	0.00	0.00	0.00	0	34,891	35,589	35,589	0
915 Clerical/Technical-Temp	0.00	0.00	0.00	0.00	62,973	57,749	58,904	58,904	0
916 EA/SEA-Temp	0.00	0.00	0.00	0.00	0	820	837	837	0
917 Misc-Temp	0.00	0.00	0.00	0.00	0	33,025	33,686	0	(33,686)
918 Administrative-Perm	2.00	2.00	2.00	0.00	207,260	214,050	219,401	219,401	0
919 Clerical/Technical-Perm	34.00	34.00	34.00	0.00	2,039,710	1,999,012	2,062,382	2,062,382	0
920 PermNon-Union Professional	3.00	3.00	4.00	1.00	154,852	216,069	222,669	258,989	36,320
921 Sub Teacher-Administrativ	0.00	0.00	0.00	0.00	247	0	0	0	0
922 CLERICAL OT	0.00	0.00	0.00	0.00	26,167	0	0	0	0
923 OTHER OT	0.00	0.00	0.00	0.00	728	0	0	0	0
924 Employee's Share WRS	0.00	0.00	0.00	0.00	1,364	0	0	0	0
925 Employer's Share WRS	0.00	0.00	0.00	0.00	139,525	146,512	161,548	163,963	2,415
926 Employer WRS Rate Temp	0.00	0.00	0.00	0.00	0	0	8,571	2,679	(5,892)
927 Social Security	0.00	0.00	0.00	0.00	189,875	184,242	190,274	193,052	2,778
928 Social Security Rate Temp	0.00	0.00	0.00	0.00	0	0	9,860	3,082	(6,778)
929 Life Insurance	0.00	0.00	0.00	0.00	4,939	5,822	6,120	6,254	134
930 Health Insurance	0.00	0.00	0.00	0.00	436,706	504,954	541,226	553,193	11,967
931 Dental Insurance	0.00	0.00	0.00	0.00	25,666	28,998	29,188	29,857	668
932 Long Term Disability Ins	0.00	0.00	0.00	0.00	17,025	19,496	18,776	19,290	513
933 Total Salary & Benefits	39.00	39.00	40.00	1.00	3,307,039	3,445,640	3,599,030	3,607,471	8,441
934 Other Expenses									
935 Purchased Services	0.00	0.00	0.00	0.00	1,141,106	1,151,354	853,338	943,338	90,000
936 Supplies & Materials	0.00	0.00	0.00	0.00	1,138,878	564,132	582,254	582,254	0
937 Equipment	0.00	0.00	0.00	0.00	2,284,018	3,402,358	474,248	474,248	0
938 Debt Service Cost	0.00	0.00	0.00	0.00	644,507	644,507	493,645	493,645	0
939 Interfund Transfers	0.00	0.00	0.00	0.00	486,223	0	0	0	0
940 Total Other Expenses	0.00	0.00	0.00	0.00	5,694,733	5,762,352	2,403,484	2,493,484	90,000
941 FUND 10 TOTAL	39.00	39.00	40.00	1.00	9,001,772	9,207,992	6,002,514	6,100,956	98,441

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Budgets by Division

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2013-2014 Budgets by Division

	-----FTE-----				-----Expenditures-----					
	2012-2013	2013-2014	2013-2014	2013-2014	2011-2012	2012-2013	2013-2014	2013-2014	2013-2014	
	Revised Budget	Cost to Continue	Balanced	Incr/Decr	Actuals	Revised Budget	Cost to Continue	Balanced	Incr/Decr	
942	SPECIAL REVENUE TRUST FUND									
943	<i>Other Expenses</i>									
944	0.00	0.00	0.00	0.00	0	2,820	0	0	0	
945	<i>Total Other Expenses</i>									
	0.00	0.00	0.00	0.00	0	2,820	0	0	0	
946	FUND 21 TOTAL									
	0.00	0.00	0.00	0.00	0	2,820	0	0	0	
947	EDUCATIONAL SERVICES									
948	<i>Salary & Benefits</i>									
949	0.00	0.00	0.00	0.00	2,748	0	0	0	0	
950	1.00	1.00	1.00	0.00	77,360	76,651	51,068	51,068	0	
951	0.00	0.00	0.00	0.00	159	0	0	0	0	
952	0.00	0.00	0.00	0.00	46	0	0	0	0	
953	0.00	0.00	0.00	0.00	4,691	4,906	6,535	6,535	0	
954	0.00	0.00	0.00	0.00	6,134	5,856	7,400	7,400	0	
955	0.00	0.00	0.00	0.00	344	364	364	364	0	
956	0.00	0.00	0.00	0.00	13,792	14,609	14,609	14,609	0	
957	0.00	0.00	0.00	0.00	833	865	865	865	0	
958	0.00	0.00	0.00	0.00	590	613	613	613	0	
959	<i>Total Salary & Benefits</i>									
	1.00	1.00	1.00	0.00	106,697	103,864	81,454	81,454	0	
960	FUND 27 TOTAL									
	1.00	1.00	1.00	0.00	106,697	103,864	81,454	81,454	0	
961	WISC SCH CONSORT FISCAL AGENT									
962	<i>Other Expenses</i>									
963	0.00	0.00	0.00	0.00	834,370	0	0	0	0	
964	0.00	0.00	0.00	0.00	10,800	0	0	0	0	
965	0.00	0.00	0.00	0.00	1,000	0	0	0	0	
966	<i>Total Other Expenses</i>									
	0.00	0.00	0.00	0.00	846,170	0	0	0	0	
967	FUND 90 TOTAL									
	0.00	0.00	0.00	0.00	846,170	0	0	0	0	
968	Informational Services TOTAL									
	40.00	40.00	41.00	1.00	9,954,639	9,314,675	6,083,969	6,182,410	98,441	

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Budgets by Divison

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	-----FTE-----				-----Expenditures-----				
	2012-2013	2013-2014	2013-2014	2013-2014	2011-2012	2012-2013	2013-2014	2013-2014	2013-2014
	Revised Budget	Cost to Continue	Balanced	Incr/Decr	Actuals	Revised Budget	Cost to Continue	Balanced	Incr/Decr
REPORT TOTAL	4,095.39	4,096.95	4,056.48	(40.47)	437,389,990	435,478,468	437,872,928	439,389,289	1,516,362

Madison Metropolitan School District

Statement of Revenue and Expenditure Budget Changes from Cost to Continue to 2013-14 Draft Budget

Footnotes:

- Health Insurance decreases reflect savings in benefits from increased projection to actual increase.

Notes for Proposed Revenues by Object:

- Page 5, Line 17 reflects decrease in interest due to marketplace.
- Page 5, Line 47 reflects increase based on prior year allocations and grant analysis.
- Page 6, Line 53 reflects decrease for DPI Title Program Alignment.
- Page 6, Line 67 reflects decrease for DPI Title Program Alignment.
- Page 7, Line 118 reflects adjustment to actual per debt schedule.
- Page 8, Line 182 levy reduced to utilize equity and reduce overall tax levy.

Notes for Budgets by Division Report:

- Page 15, Line 4 reflects increase in Achievement Gap Recommendation #4, Expanding Summer Learning Opportunities.
- Page 15, Line 5 reflects decrease to Ready, Set, Goal Program.
- Page 15, Line 11 reflects increase in Elementary Lead Principal and re-allocation of Summer School Administrative Personnel.
- Page 15, Line 12 reflects DPI Title Program Position Alignment and increase in Achievement Gap Recommendation #1.
- Page 15, Line 14 reflects the re-allocation of funds for EA clericals for support.
- Page 16, Line 32 reflects designation of a pool of maintenance dollars to Assistant Superintendent of Elementary Education and increase in Achievement Gap Recommendation #4.
- Page 20, Line 128 reflects increase in Expeditionary Learning at Toki Middle School.
- Page 20, Line 136 reflects re-allocation of SLC grant.
- Page 20, Line 139 reflects AVID expansion and DPI Title Program Position Alignment.
- Page 20, Line 154 reflects allocation of maintenance dollars to Assistant Superintendent of Secondary Education.
- Page 21, Line 155 reflects re-allocation of the AVID expansion.
- Page 24, Line 252 reflects efficiencies in Allocation process.
- Page 25, Line 275 reflects efficiencies in Special Education 4K transportation.
- Page 26, Line 291 reflects reallocation in TAG and Math curricular areas.
- Page 26, Line 292 reflects addition of Madison Virtual Campus staff, Lab Safety Reviewer LTE and reallocation of Curriculum and Assessment staff.
- Page 26, Line 293 reflects re-allocation of Web Application Specialist.
- Page 26, Line 297 reflects re-allocation of Achievement Gap Recommendation #1 and budget dollar reallocation to fund staffing in Curriculum and Assessment.
- Page 26, Line 311 reflects increase for Mondo purchases in Achievement Gap Recommendation #1.
- Page 26, Line 312 reflects decrease of one-time Mondo expenditures in Achievement Gap Recommendation #1.
- Page 29, Line 360 reflects re-allocation in Achievement Gap Recommendation #11.

- Page 29, Line 363 reflects reduction in Achievement Gap Recommendations #11 and #13.
- Page 29, Line 364 reflects reduction in Achievement Gap Recommendation #16 and reallocation of EA clericals.
- Page 29, Line 365 reflects re-allocation of funds and movement of Parent Liaisons in Achievement Gap Recommendation #16 to Fund 80 in 2012-13. (Addition in Fund 80 is reflected on Page 30, Line 407).
- Page 29, Line 366 reflects increase in Achievement Gap Recommendation #13.
- Page 29, Line 367 reflects reduction of BRS in Achievement Gap Recommendation #16.
- Page 29, Line 379 reflects reduction in Achievement Gap Recommendation #11.
- Page 29, Line 380 reflects reduction in Achievement Gap Recommendation #16.
- Page 30, Line 393 reflects reduction in Achievement Gap Recommendation #16.
- Page 32, Line 433 reflects re-allocation of funds for Transportation Coordinator and Safety Coordinator positions.
- Page 33, Line 458 reflects efficiencies in natural gas budget and allocation of maintenance to Assistant Superintendents.
- Page 33, Line 464 reflects Board of Education Dollars Available for Year Two Achievement Gap, Initiatives, Etc.
- Page 33, Line 475 reflects indirect costs for Flow Through grant.
- Page 36, Line 573 reflects reallocation of maintenance.
- Page 38, Line 592 reflects re-allocation of Labor Relations funds retirement.
- Page 38, Line 618 reflects re-allocation of funds from retirement to purchased services.
- Page 39, Line 621 reflects savings in Workers Compensation Premium based on hiring of Safety Coordinator.
- Page 40, Line 645 reflects increase in School Based Leadership Teams.
- Page 40, Line 649 reflects DPI Title Program Position Alignment.
- Page 40, Line 652 reflects DPI Title Program Position Alignment.
- Page 40, Line 666 reflects re-allocation of funds for Educator Effectiveness Online Training and Educator Effectiveness Professional Development.
- Page 42, Line 688 reflects re-allocation for Experiential and Environmental Specialist.
- Page 42, Line 704 reflects decrease in Safe Haven supply budget.
- Page 44, Line 719 reflects DPI Title Program Position Alignment of PBS staff and addition of Mental Health Coordinator.
- Page 44, Line 721 reflects reduction in Achievement Gap Recommendation #14.
- Page 44, Line 722 reflects re-allocation of staff in Achievement Gap Recommendation #15. This money is used for YWCA contract (Page 44, Line 739).
- Page 44, Line 740 reflects reallocation of funds while determining budget allocations for Achievement Gap.
- Page 46, Line 785 reflects increase of Mental Health Coordinator.
- Page 49, Line 866 reflects increase of Partnership Coordinator.
- Page 51, Line 917 reflects reallocation to hire a Program Evaluator.
- Page 51, Line 920 reflects reallocation to hire a Program Evaluator.
- Page 51, Line 935 reallocation for Value Added (WCER).

DATA AS OF 2/22/13, 10:15 A.M.

Line 1 Amount May Not Exceed Line 9 minus Line 7B of Final 12-13 Revenue Limit	
2012-13 General Aid Certification (12-13 Line 12A, src 621)	+ 58,456,937
2012-13 Computer Aid Received (12-13 Line 17, Src 691)	+ 1,929,231
2012-13 Hi Pov Aid (12-13 Line 12B, src 628)	+ 1,765,760
2012-13 Fnd 10 Levy Cert (12-13 Line 18, Src 211)	+ 229,675,185
2012-13 Fnd 38 Levy Cert (12-13 Line 14B, Src 210)	+ 0
2012-13 Fnd 41 Levy Cert (12-13 Line 14C, Src 210)	+ 5,681,809
2012-13 Aid Penalty for Over Levy (12-13 FINAL Rev Limit Worksheet)	- 0
2012-13 Penalty for Unspent Energy Exemption (12-13 FINAL Rev Limit Worksheet)	- 0
2012-13 Total Levy for All Levied Non-Recurring Exemptions*	- 0
NET 2012-13 Base Revenue (LINE 1)	= 297,508,922

*For 12-13 Non-Recurring Exemptions Levy Amount, enter actual amount for which district levied; (7B Hold Harmless, Non-Recurring Referenda, Declining Enrollment, Energy Efficiency Exemption, Refunded/Rescinded Taxes)

September & Summer FTE Membership Averages

Count Ch. 220 Inter-District Resident Transfer Pupils @ 75%.

Line 2: Base Avg: (10+.4ss)+(11+.4ss)+(12+.4ss) / 3 = 26,499

	2010	2011	2012
Summer fte:	504	613	550
% (40,40,40)	202	245	220
Sept fte:	25,230	26,624	26,976
Total fte	25,432	26,869	27,196

Line 6: Curr Avg: (11+.4ss)+(12+.4ss)+(13+.4ss) / 3 = 27,218

	2011	2012	2013
Summer fte:	613	550	550
% (40,40,40)	245	220	220
Sept fte:	26,624	26,976	27,370
Total fte	26,869	27,196	27,590

Line 10B: Declining Enrollment Exemption =
 Average FTE Loss (Line 2 - Line 6, if > 0)
 X 1.00 =
 X (Line 5, Maximum 2013-2014 Revenue per Memb) =
 Non-Recurring Exemption Amount:

Line 17: State Aid for Exempt Computers = 2,071,523
 Line 17 = A X (Line 16 / C) (to 8 decimals)
 (Rounds to Dollar)

2013 Property Values (estimate until Oct '13 values are avail):	
A. 2013 Exempt Computer Property Valuation Required	+ 167,525,100
B. 2013 TIF-Out Tax Apportionment Equalized Valuation	+ 21,647,147,415
C. 2013 TIF-Out Value plus Exempt Computers (A + B)	= 21,814,672,515

Computer aid replaces a portion of proposed Fund 10 Levy

PRELIMINARY 2013-2014 Revenue Limit Worksheet

1. 2012-13 Base Revenue (Funds 10, 38, 41)	(from left)	297,508,922
2. Base Sept Membership Avg (10+.4ss, 11+.4ss, 12+.4ss/3)	(from left)	26,499
3. 2012-13 Base Revenue Per Member (Ln 1 / Ln2)	(with cents)	11,227.18
4. 2013-14 Per Member Change (A+B)		0.00
A. Allowed Per Pupil Change (+\$0.00/Member)		0.00
B. Low Rev Incr ((9,100 - (3 + 4A))-4C) Not < 0		0
C. Low Rev Dist in CCDEB (Enter DPI Adjustment)		0.00
5. 2013-14 Maximum Revenue / Memb (Ln 3 + Ln 4)		11,227.18
6. Current Membership Avg (11+.4ss, 12+.4ss, 13+.4ss/3)	(from left)	27,218
7. 2013-14 Rev Limit, No Exemptions (Ln7A + Ln 7B)	(rounded)	305,581,385
A. Max Rev/Memb x Cur Memb Avg (Ln 5 x Ln 6)		305,581,385
B. Hold Harm Non-Recurr Exemption		0
8. Total Recurring Exemptions (A+B+C+D+E+F)	(rounded)	1,400,000
A. Prior Year Carryover		0
B. Transfer of Service (if negative, include sign)		1,400,000
C. Transfer of Territory (if negative, include sign)		0
D. Federal Impact Aid Loss (2011-12 to 2012-13)		0
E. Recurring Referenda to Exceed (if 2013-14 is first year)		0
F. Prior Year Open Enrollment (uncounted pupils)		0
9. 2013-14 Limit with Recurring Exemptions (Ln 7 + Ln 8)		306,981,385
10. Total 2013-14 Non-Recurring Exemptions (A+B+C+D)		1,218,998
A. Non-Recurring Referenda to Exceed 2013-14 Limit		0
B. Declining Enrollment Exemption for 2013-14 (from left)		0
C. Energy Efficiency Exemption for 2013-14		1,218,998
D. Adjustment for Refunded or Rescinded Taxes for 2013-14		0
11. 2013-14 Revenue Limit With All Exemptions (Ln 9 + Ln 10)		308,200,383
12. Total Aid to be Used in Computation (12A + 12B)		50,973,224
A. 2013-14 General Aid (estimate from DPI on July 1, 2013)		49,623,224
B. State Aid to High Poverty Districts (not all dists)		1,350,000
REMEMBER TO WAIT FOR THE OCT 15, 2013 AID CERT BEFORE SETTING THE 2013-14 LEVY.		
13. Allowable Limited Revenue: (Line 11 - Line 12)		257,227,159
(10, 38, 41 Levies + Src 691. Src 691 is DOR Computer Aid.)		
14. Total Limited Revenue To Be Used (A+B+C)	Not > line 13	257,227,159
Entries Required Below: Amnts Needed by Purpose and Fund:		
A. Gen Operations: Fnd 10 including Src 211 & Src 691	249,377,325	(Proposed Fund 10)
B. Non-Referendum Debt (inside limit) Fnd 38 Src 210	2,041,701	(to Budget Rpt)
C. Capital Exp, Annual Meeting Approved: Fnd 41 Src 210	5,808,133	(to Budget Rpt)
15. Total Revenue from Other Levies (A+B+C+D):	12,521,061	
A. Referendum Apprvd Debt (Non Fund 38 Debt-Src 210)	1,603,576	
B. Community Services (Fnd 80 Src 210)	10,684,335	(to Budget Rpt)
C. Prior Year Levy Chargeback (Src 212)	233,150	(to Budget Rpt)
D. Other Levy Revenue - Milwaukee & Kenosha Only	0	(to Budget Rpt)
16. Total Levy + Src 691, "Proposed Levy" (Ln 14 + Ln 15)	255,155,636	269,748,220
17. Est Src 691 (Comp Aid) Based on Ln 16 & Values Entered	(to Budget Rpt)	2,071,523
18. Fnd 10 Src 211 (Ln 14A-Ln 17), 2013-14 Budget		247,305,802
Line 18 (not 14A) is the Fund 10 Levy certified by the Board.		
19. Total Fall, 2014 All Fund Tax Levy (14B + 14C + 15 + 18):		267,676,697
Line 19 is the total levy to be apportioned in the PI-401.		Levy Rate = 0.01236545
20. Fund 30 Src 210 (38 + Non-38) (Ln 14B + Ln 15A)		3,645,277

CELL COLOR KEY: Auto-Calc DPI Data District Enters

Districts are responsible for the integrity of the revenue limit data & computation. Data appearing here reflects information submitted to DPI and is unaudited.

Tax Impact Projections Projected Property Tax Levy for 2013-14

FUND	Adopted 2010-11		Adopted 2011-12		Adopted 2012-2013		Cost-to-Continue 2013-2014		Administrative Team's Recommended Balanced Budget 2013-2014 (A)		Administrative Team's Recommended Balanced Budget 2013-2014 (B)	
	LEVY	RATE	LEVY	RATE	LEVY	RATE	LEVY	RATE	LEVY	RATE	LEVY	RATE
General Fund:												
• Operational	223,763,357	10.10	228,067,739	10.37	231,604,416	10.70	249,325,880	11.52	249,377,325	11.52	248,408,617	11.48
LESS:												
• Computer Exemption	(2,160,478)	(0.10)	(1,946,958)	(0.09)	(1,929,231)	(0.09)	(2,086,470)	(0.10)	(2,072,291)	(0.10)	(2,072,291)	(0.10)
General Fund Levy	221,602,879	10.00	226,120,781	10.28	229,675,185	10.61	247,239,410	11.42	247,305,034	11.42	246,336,326	11.38
• Prior Year Taxes	468,868	0.02	144,001	0.01	70,000	0.00	233,150	0.01	233,150	0.01	233,150	0.01
Net General Fund Levy	222,071,747	10.03	226,264,782	10.28	229,745,185	10.61	247,472,560	11.43	247,538,184	11.44	246,569,476	11.39
Debt Service Fund:												
• Bonded Indebtedness	7,104,281	0.32	6,976,381	0.32	2,054,223	0.09	4,203,576	0.19	1,603,576	0.07	1,603,576	0.07
• Non-referendum Debt (38)	2,063,741	0.09	0	0.00	0	-	2,041,701	0.09	2,041,701	0.09	2,041,701	0.09
Net Debt Service Fund Levy	9,168,022	0.41	6,976,381	0.32	2,054,223	0.09	6,245,277	0.29	3,645,277	0.17	3,645,277	0.17
Capital Projects Fund:												
• Capital Expansion Fund (41)	4,012,146	0.18	3,630,939	0.17	5,681,809	0.26	5,808,133	0.27	5,808,133	0.27	5,808,133	0.27
Net Capital Projects Fund	4,012,146	0.18	3,630,939	0.17	5,681,809	0.26	5,808,133	0.27	5,808,133	0.27	5,808,133	0.27
Community Services Fund:												
• Community Services	9,812,807	0.44	8,130,573	0.37	11,808,865	0.55	12,184,335	0.56	10,684,335	0.49	10,684,335	0.49
Net Community Services	9,812,807	0.44	8,130,573	0.37	11,808,865	0.55	12,184,335	0.56	10,684,335	0.49	10,684,335	0.49
TOTAL TAX LEVY AND RATE	245,064,722	11.06	245,002,675	11.14	249,290,082	11.52	271,710,305	12.55	267,675,929	12.37	266,707,221	12.32
Unused Levy Authority	10,060,057		10,532,568		0		0		0		0	

Property Tax Analysis	Adopted 2010-11	Adopted 2011-12	Adopted 2012-13	Proposed 2013-14	Proposed 2013-14	Proposed 2013-14
Levy % Increase	4.62%	-0.03%	1.75%	8.99%	7.38%	6.99%
Rate % Increase	8.65%	0.65%	3.41%	8.99%	7.38%	6.99%

Property Tax Bill Impact	Adopted 2010-11		Adopted 2011-12		Adopted 2012-13		Proposed 2013-14		Proposed 2013-14		Proposed 2013-14	
	Value	Bill	Value	Bill	Value	Bill	Value	Bill	Value	Bill	Value	Bill
Average City of Madison Home Assessed Value	250,000.00	2,765.00	239,239.00	2,665.12	232,024.00	2,672.92	232,024.00	2,911.90	232,024.00	2,870.14	232,024.00	2,858.54
Total Difference in Bill Over Prior Year		\$220.00		-\$99.88		7.79		238.98		197.22		185.62



BUDGET PROSPECTUS

2013-2014

April 22, 2013

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- Budget Development Timeline
- Current Budget Assumptions and Costs
- Operating Fund Equity Information

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- Mental Health Coordinator .5 Fund 80 .5 fund 10
- Partnership Coordinator
- Experiential and Environmental Teacher
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1.2 Approach to funding the building our future plan year 2- priorities for board action

Board Action Needed:

- Middle School Literacy Coaches
- K-12 Literacy Administrator
- AVID Expansion
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APPENDIX A: SUMMARY OF ACTION REQUIRED

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APPENDIX D: DETAILED ITEM DESCRIPTIONS: DETAILED DESCRIPTIONS OF ITEMS THAT DO NOT NEED BOARD ACTION

BACKGROUND

Draft Budget Development Process for the 2013-14 Budget

The MMSD Budget Prospectus presents the work of the Administrative Team in analyzing and preparing the Draft Budget. The Administrative Team includes the heads of all Departments who worked with their staff and the budget office to analyze sections of the budget. In addition, input was gathered from principals and teachers as many items were discussed. For additional Board information each department has prepared a summary that includes the highlights and challenges of the work of the department. These summaries are presented in a separate document entitled Department Summaries.

The Budget Prospectus, the Draft Budget, and the Department Summaries documents provide information as a starting point for budget discussions. There are some differences in the process for developing the balanced budget proposal this year. Typically, at this time of the year, the Board would receive the Superintendent's Recommendation for a Balanced Budget. However, due to the complexity of the proposed state budget and the transition to a new superintendent during the budget cycle, the Board has extended the budget process calendar allowing for the Administrative Team to present their analysis and recommendations and also allowing additional time for the Superintendent to gain feedback from the Board and community to develop the Superintendent's Preliminary Balanced Budget for presentation for Board action in August, 2013.

The budget process began formally on November 19, 2012 when the Board approved the PMA Budget Forecast assumptions.

On January 28, 2013, the Board accepted information regarding an extended timeline for the budget process that allows for greater accuracy in the use of information and results in the Board's approval of the Preliminary Balanced Budget in August, 2013 and the Final Budget in October, 2013. Following that shift and with the announcement of the new superintendent, a new step was added to the process -- the development and presentation of the MMSD Budget Prospectus and the Draft Budget. These items along with the Budget Discussion: Department Summaries will take the place of the "Budget Binder" that is traditionally distributed at this time.

On February 18, 2013, the Board again discussed the assumptions being used for the PMA Budget Forecast and the following decision-making criteria that have been used during balanced budget discussions. The administration used the criteria to analyze the current budget and new recommendations:

1. Requirements and Mandates- the item is required or mandated.
2. Innovation in Closing Gaps –the item is high leverage for all students achieving and all learning gaps closed. A complete analysis of Year 1 and Year 2 of the *Building Our Future* Plan was conducted during the budget discussions.
3. Short Term Action for the Long Term Good- the item is necessary to meet a critical district short term need in the short term.

Budget Development Timeline

On February 20, 2013, the state budget was formally proposed. The MMSD Budget Forecast was revised following the release of the state budget. The Budget Calendar also was revised in March and again in April to allow for additional analysis of the impact of vouchers, charter and special education scholarships and further discussion around budget assumptions. The MMSD Budget Prospectus and the Draft Budget were rescheduled to be presented to the Board on April 22 and 29, 2013. The current calendar is included here.

Revised Proposed Budget Planning Calendar 2013-2014

<u>2013</u>	4/22/2013
February 18, 2013	Present Five Year Forecast Model to Operational Support Committee
February - March	Evaluate staffing needs for 2013-2014
March 1, 2013	Allocations and summer purchasing budgets are released to schools and departments (will be released earlier if possible)
April 22, 2013	Draft Budget and Budget Prospectus to the Operational Support Committee
April 22, 2013 - May 20, 2013	TENTATIVE - Conduct public forums on the Superintendent's Recommendations for the Budget (to be scheduled)
April 22, 2013 - August 13 2013	Receive and respond to board of education budget questions and concerns
April 29, 2013	Present Draft Budget to the Board of Education
May 13, 2013	Operational Support Committee budget discussion
May 14, 2013	Amendments due related to positions
May 20, 2013	Board of Education approves position recommendations
May 20, 2013	Board of Education approves position layoffs if necessary
June 1, 2013	Final date for layoff notices to be sent out if necessary
June 30, 2013	State Legislative adoption of the 2013-15 Biennial Budget
July 1, 2013	General Aid Estimate received from Department of Public Instruction
July 15, 2013	Presentation of Superintendent's Preliminary 2013-2014 Balanced Budget and tax levies to Operational Support Committee based upon revenue and expenditure assumptions
July 29, 2013	TENTATIVE - Public hearing on preliminary budget and tax levy
August 10, 2013	TENTATIVE - Amendments due to administration
August 19, 2013	TENTATIVE - Board of Education to approve Superintendent's Preliminary 2013-2014 budget and tax levy to enable completion of cash flow borrowing. This budget is subject to modifications in October
August 20, 2013	TENTATIVE - Amendments due to administration
August 26, 2013	TENTATIVE - Board of Education to approve Superintendent's Preliminary 2013-2014 budget and tax levy to enable completion of cash flow borrowing. This budget is subject to modifications in October
September 20, 2013	Third Friday student enrollment count for 2013-2014 school year
September 23, 2013	Board of Education to adopt resolution for cash-flow borrowing
October 7, 2013	Final 2013-2014 Revenue Limit calculation
October 15, 2013	Final determination by DPI of general state aid and computer exemption aid to be received

During the months of February, March, and April the Administrative Team held two Budget Retreats and met for at least one additional session each week to continue budget discussions and preparation.

Budget assumptions and costs for the balanced budget

On November 19, 2012, the Board approved the assumptions for developing the Budget Forecast (See Appendix B for the original assumptions document). The original assumptions included:

- 2% increase for cost to continue all non salary items based on CPI
- 1.0% increase in step movement
- 1.5% salary increases for all staff
- \$100 per pupil increase in state aid
- proposed increases in natural gas and insurances
- use of full taxing authority

Current Assumptions

The following charts describe the final assumptions and costs that were considered in the balanced budget discussions and the analysis of all external factors related to the state budget that are known to date. There are two options of assumptions (1 and 2) and both are presented here for your information. They can be found on page 3-4 of the Draft Budget. The budget and budget prospectus has been built on Assumptions Option 1 (7.38 % Levy). The Board will need to formally approve the assumptions on or before August, 2013.

Assumptions Option 1			Assumptions Option 2		
Item	2013-14 Proposed Increased Budget Amount	2013-14 Proposed Percent of Levy Increase	Item	2013-14 Proposed Increased Budget Amount	2013-14 Proposed Percent of Levy Increase
2% CPI-U increase to non-Permanent Salary, Supplies, Purchased Services, Pupil Transportation, etc	1,415,790.00	0.57%	2% CPI-U increase to non-Permanent Salary, Supplies, Purchased Services, Pupil Transportation, etc	1,415,790.00	0.57%
Staff Salary increase to salary schedule movement (Step) is 1.0%	1,239,618.00	0.50%	Staff Salary increase to salary schedule movement (Step) is 1.0%	1,239,618.00	0.50%
Staff Salary base increase to salary schedule movement is 1.5%	1,906,458.00	0.76%	Staff Salary base increase to salary schedule movement is 1.5%	1,906,458.00	0.76%
Addition of restructured Debt payments and new Debt to start in 2013-14	4,191,054.00	1.68%	Addition of restructured Debt payments and new Debt to start in 2013-14	4,191,054.00	1.68%
Staff Benefits (Health, Dental, Life, Disability) increase above the 2% CPI-U	2,915,435.45	1.17%	Staff Benefits (Health, Dental, Life, Disability) increase above the 2% CPI-U	2,915,435.45	1.17%
Budget Dollars Available for Achievement Gap, Initiatives, Etc for the Board of Education	2,048,951.00	0.82%	Budget Dollars Available for Achievement Gap, Initiatives, Etc for the Board of Education	1,080,243.00	0.43%
Debt Service Payment With Payment Leveling Off through General Fund (10) Equity	(2,600,000.00)	-1.04%	Debt Service Payment With Payment Leveling Off through General Fund (10) Equity	(2,600,000.00)	-1.04%
Reduce Community Service Fund (80) by using Equity	(1,500,000.00)	-0.60%	Reduce Community Service Fund (80) by using Equity	(1,500,000.00)	-0.60%
Increase in Tax Levy from Loss of State Aid	8,768,540.55	3.52%	Increase in Tax Levy from Loss of State Aid	8,768,540.55	3.52%
Total	18,385,847.00	7.38%	Total	17,417,139.00	6.99%
Underlevy	-		Underlevy	968,708	

NOTE: MMSD has a non-recurring \$1.2 million dollar energy exemption for the West High School Geothermal Project built into Assumptions Option 1. If the Board considers Assumptions Option 2 it should be noted that MMSD would lose any under levy up to the amount of the energy exemption.

Operating Fund Equity

The Madison Metropolitan School District Board's policy # 6071 for District Fund Balance (operating fund equity) states that the district will maintain an Operating Fund Balance minimum of 10% of General Operating Fund expenditures and a maximum of 15%. Therefore the fund balance needs to stay within this range. The Board can utilize any amount within this range.

The 2013-14 Draft Budget General Fund Expenditures total are \$331,027,070. Based on this total expenditures amount the fund balance range for 2013-14 would be from **10%** of the Fund Balance which would be \$33,102,707 and 15% of the fund balance which would be \$49,654,060.

The calculated Fund Balance amounts for this current year are as follows for reference:

6/30/12 General Operating Fund Balance Annual Report	\$44,982,221
2012-13 Approved Equity Use	(5,869,997)
6/30/13 Potential Fund Balance (2012-13 Beginning Balance less Approved Use)	39,112,224

This means we are currently well within the 10-15% range.

Summary

The remainder of this Prospectus provides information for the Board to use as budget deliberations continue.

SECTION 1 presents items for Board discussion and formal action.

SECTION 2 presents items funded through ongoing operating funds –no formal Board action required. This section reflects decisions made through reallocation of existing funds during the balanced budget discussions in the Administrative Team.

SECTION 3 presents needed items that are critical and have been under discussion. No funding source has been identified for these items at present.

APPENDICES B-F provide additional detailed information from each section.

The items in this section will need further Board consideration and action. The allocation related items will be considered on May 20, 2013. All other items will be part of ongoing budget discussions.

1.1 ITEMS FUNDED FROM OPERATING FUND EQUITY (FUND 10) AND FUND 80 NEEDING BOARD DISCUSSION AND ACTION

The position related items from Operating Fund Equity (Fund 10) and Fund 80 that will be considered on May 20, 2013 include:

- Lab Safety Reviewer (HS) 1.0 FTE Limited Term Employment fund Equity

These items will need action prior to August, 2013:

- Mental Health Coordinator .5 FTE Fund 10 and .5 FTE Fund 80
- Partnership Coordinator 1.0 FTE Fund 80
- Experiential and Environmental Specialist .7 Fund 80

Further information on each of these items is available in Appendix C.

1.1.1 Budget Recommendations for One Time Funding from Operating Fund Equity

These items are being recommended for funding from operating fund equity. They are short term but necessary.

- The Lab Safety Reviewer will work in each of our science labs to review all of the safety procedures and ensure that MMSD is in compliance with safety requirements.
- MMSD is now required to give Hepatitis B vaccines.
- The Toki Expeditionary Learning project will be complete in 2015.
- The salary survey is one that must be done every 5 years.

These items will need approval through the Board’s Budget Process. Items related to allocations will be presented to the Board on May 20, 2013.

Proposed One Time Budget Items from Equity				
Allocation Related	Lab Safety Reviewer LTE (1 year)		\$73,503	
				\$ 73,503
Non Allocation Related	Health Services - Vaccines		\$10,000	
	Toki Expeditionary Learning (2013-2015)		\$100,000	
	Salary Survey- 1 time		\$50,000	
				\$160,000
Totals				\$233,503

Use of Operating Fund Equity (Fund 10) in Budget Assumptions Options 1 and 2

The District analyzed the debt payment increase for 2013-14. The increase is due to the debt restructuring and defeasance over the last few years that afforded the district less debt payments. The district will now see the increase in payments as the defeasance ends. Work with Brian Brewer of Robert W Baird, the District’s Financial Consultant, resulted in the option that is presented in both Assumptions Options 1 and 2 as a recommendation to utilize General Operating Fund Equity to pay debt service for 2013-14 and level off the payment structure. This plan will not affect the future years.

Proposed One Time Budget Items from Fund 10 Equity to Pay Debt					
	Transfer Fund 10 Equity to Fund 30's to reduce Debt Payments		\$2,500,000		
Totals			\$2,500,000		-

1.1.2 Budget Recommendations for Funding from Fund 80

The following items are recommended for funding from Fund 80. These items will need approval through the Board's Budget Process. Items related to allocations will be presented to the Board on May 20, 2013.

Proposed Items from Fund 80				
Allocation Related	Mental Health .5 Fund 10 .5 Fund 80		\$39,714	
Allocation Related	Partnership Coordinator 1.0		\$128,108	
Allocation Related	Experiential and Environmental Specialist .7		\$57,733	
Allocation Related	Building Our Future # 16 -Parent University 1.0		\$71,800	
Totals				\$297,355

Use of Community Service Fund (Fund 80) Equity in Budget Assumptions Options 1 and 2

The District analyzed the Community Service Fund (80) for any potential Fund Balance to be used toward funding the 2013-14 Budget. There is \$1,300,000 current equity available from 2011-12 and then in 2012-13 there was a reduction of \$200,000 to MSCR's budget. The additional \$200,000 not spent brings the Fund 80 equity to \$1,500,000 to reduce the Community Service Fund (80) levy. The District will need to remember that in 2014-15 there will be an increase in the levy to make up for what the Community Service may need to operate or reduce programs.

Proposed One Time Budget Items from Fund 80 to reduce Tax Levy					
	Levy Reduction from use of Equity		\$1,500,000		
Totals			\$1,500,000		-

1.2 APPROACH TO FUNDING THE BUILDING OUR FUTURE PLAN TO CLOSE ACHIEVEMENT GAPS YEAR 2- ITEMS PRIORITIZED FOR BOARD ACTION

The Administrative Team has engaged in ongoing review of the *Building our Future* Plan. The District's Four Overarching Priorities: Attendance, Behavior, Academic Growth and Achievement have framed the Draft Budget discussions as well. Reports on the status of implementation and the measures to be used to evaluate the strategies included in the *Building Our Future* Plan have been given monthly to the Board's Student Performance and Achievement Committee. The latest update to this committee on April 1, 2013 included a progress report for each of the 17 strategies in the plan. The *Building Our Future* Plan a long with the updates can be accessed at <https://infosvcweb.madison.k12.wi.us/files/infosvc/Building%20Our%20Future%20Progress%20Report%202011-12%20%28April%202013%29.pdf>

Implementation is underway for specific strategies and significant progress has been made on many of these strategies. Measures and targets have been set. An annual progress report on the *Building Our Future* Plan will be scheduled for each October prior to Final Budget approval. As discussed in Board committee, the administration has held to the importance of being realistic about the measures and targets in relation to the district's capacities to implement the full scope of this plan. The recommendations related to the plan reflect the consideration that we do not have the capacity to implement all strategies at the same level at the same time.

When the Board adopted the *Building Our Future* Plan, it adopted the funding for Year 1 and noted that funding for all future years would be discussed and approved through the normal budget process annually. As the administration prepared the Draft Budget each strategy in Years 1 and 2 of the *Building Our Future* Plan was discussed and the funding needs reviewed according to the following:

1. Actions that were proposed for **Year 1** that have not been actualized during this year. Discussion centered on:
 - actions still considered priority for closing gaps
 - actions considered reasonable to implement given the particular context-Do schools, central office, etc. have capacity to implement at this time?
 - actions to be implemented yet during this year, postponed for Year 2 or beyond, or eliminated
2. **Year 2** actions that already had people in positions were discussed as priority items and were put in the operating budget. These were positions that have been funded for the past five years through the High School REAL Grant (ending in Spring 2013) and were then to be funded through the Building our Future Plan in Year 2.
3. For all other **Year 2** Building our Future Plan actions discussion centered on:
 - given the status of implementation currently, actions that are still considered priority
 - evidence of the impact of the strategy
 - the capacity in schools and central office to support these new actions
 - postpone implementation beyond Year 2

One of three actions was taken for items of the Building our Future Plan:

1. **Postpone or focus on a different strategy:** The Administration determined that some Year 1 and Year 2 strategies would be postponed or refocused.
2. **Funded by ongoing operating funds in the Draft Budget process:** The positions proposed in Year 2 that are currently filled and being funded by the REAL grant are critical positions. The REAL grant funding ends with the 2012-13 school year. By working through efficiencies in realigning the Entitlement Programs and allocation strategies, the administration was able to prioritize funding for these positions from the ongoing operating funds within the balanced budget process. No Board action is needed.

3. **Recommend as priority for Funding through the Board’s Deliberations:** When the Board adopted the *Building our Future* Plan, it adopted the funding for Year 1 and noted that funding for all future years would be discussed and approved through the normal budget process annually. The Administration prioritized Year 2 recommendations for the Board’s consideration during this process. The Board will need to take action on these items.

The following chart shows the Administrative actions taken and the subsequent recommendations for the Board’s consideration for funding in the 2013-14 budget deliberations.

Administrative Actions and Recommendations for the Building our Future Plan Years 1 and 2

Postpone or focus on a different strategy	Funded by ongoing operating funds in the Balanced Budget process- No Board action needed	Priority for Funding - Need Board action
<p>Year 1 Strategies 11, 12, 13, and 16 initially recommended 12.75 FTE’s.</p> <p>9.0 FTE have been filled and the work of these positions is well underway.</p> <p>The current recommendation is to reevaluate or put on hold the following 3.75 FTE positions that have not yet been filled</p> <p>For Community Schools .75 Clerical \$52,868 .50 Social Worker \$41,523 1.0 BRS \$64,287 1.0 Instructional Resource Teacher \$73,503 .50 Educational Assistant \$23,686</p> <p>Year 2 Strategy 8 (College and Career Ready) 2.0 FTE CC teacher positions have been filled. These staff have been working in High Schools all year. It is recommended reevaluate or put on hold: 1.0 Central Office Guidance Counselor cost \$83,046</p> <p>Year 2 Strategy 15- Postpone expanding Restorative Justice focusing on the current 7 schools involved \$163,170.</p>	<p>Year 2 Strategy 1 4.0 High School Literacy Coaches (currently REaL Grant)</p> <p>Year 2 Strategy 8 4.0 High School Professional Development Coordinators- these positions were moved to High School allocations and targeted for the future. (currently REaL Grant)</p> <p>Year 2 Strategy 10 1.0 Director of AVID (currently REaL Grant)</p> <p>Year 2 Strategy 3 Added Extended Day</p> <p>Further details on the items needing no action in this section can be found in Appendix D.</p>	<p>Year 2 Strategy 1 3.0 Middle School Literacy Coaches \$215,692 1.0 Literacy Administrator \$129,192</p> <p>Year 2 Strategy 10 AVID expansion to Middle School - \$650,184</p> <p>Year 2 Strategy 12 Cultural Practices that are Relevant Schools-\$85,175</p> <p>Year 2 Strategy 16 Community Schools-Parent University (Fund 80) -\$71,800</p> <p>Further details on the items to be approved in this section can be found in Appendix C.</p>

SECTION 2: Items funded from the ongoing operational funds- No Board action needed

This section reflects draft budget discussions in the Administrative Team. Several actions were identified as critical. Federal and state requirements have been modified over time. As a result, the MMSD Entitlement Grants underwent significant revision to ensure continued compliance with various federal

and state requirements. This involved moving items on to local funds as well as moving some locally funded items to Entitlements and resulted in significant efficiencies.

The administrative team reviewed the procedures for allocating and tracking all positions and brought all of the departments' procedures for allocating staff funding into alignment. As a result of this careful and close work, the administration was able to fund several positions that had been put on various one-time funding sources for three years (ARRA, ED Jobs, one time DPI grant) in the ongoing operating funds. In addition, changes were made to accommodate new mandates, critical elementary level needs and new items that are considered priority by the Administrative Team.

This section describes the reallocation of ongoing operating funds within the Draft Budget process. These items do not require Board Action. Further information on each of these items is available in Appendix E.

2.1 Budget Requirements or Mandates

There are two new mandated items for 2013-14 that the Administration is funding through the balanced budget process. It is possible that the Educator Effectiveness may be funded by the Department of Public Instruction.

New Mandates				
	Cardiopulmonary Resuscitation (CPR) Training		\$10,000	
	Educator Effectiveness		\$250,000	
Totals			\$260,000	

2.2 Elementary Critical Needs

There are two critical needs at the elementary level that Administration has determined during the balanced budget process. In order to successfully implement instruction around the Common Core State Standards and implement the new elementary literacy program, special discussion occurred around the elimination of multi-age classes at the elementary level. The decision was made to eliminate these classes at the K-3 level. In addition, clerical staff at the elementary level have had cumulative duties added including attention to safety and security measures. To address the additional time needed, we are recommending additional clerical hours at the elementary level. The administrative team is recommending the elimination of Ready Set Goal Conferences to help address these two needs. The remainder of the costs will be funded through the ongoing operating budget.

Elementary Critical Needs				
	Elementary Clerical Support		\$491,957	
	Eliminate Multiage at K-3 only		\$485,120	\$977,077
	Eliminate Ready Set Goal conferences	\$373,710		
	From Operating Budget			\$603,367

2.3 Budget information related to new needs to support the four overarching priorities

These items were identified through interdepartmental discussions over a period of two months. The focus was on what is needed to continue to make progress in "all students achieving and closing all gaps." Attention was given to the four overarching priorities: Attendance, Behavior, Academic Growth

and Achievement. The priorities below are deemed critical for progress but were not included in the *Building Our Future Plan*.

These are new items funded through reallocation of the ongoing operating funds to support the priorities for increasing achievement and closing learning gaps. These items are presented for the Board's information, as no budget action is necessary for cost to continue items.

Funded through ongoing operating fund	Mental Health Coordinator .5 Fund 80 .5 local		\$39,714
	Elementary Lead Principal		\$128,108
	Madison Virtual Campus 1.5 FTE		\$155,255
	Safety Coordinator		\$52,000

SECTION 3: OTHER DISCUSSED ITEMS NOT FUNDED

Through the balanced budget process many items have been discussed. Some have been funded through ongoing operating funds others have been recommended to the Board for future action. The additional items below have been discussed at various times and the need has been established by the Board and the Administrative Team. The Technology Plan is a requirement of DPI. It will be presented to the Board in May for final consideration. The Board approved additional one-time funds for technology in October 2012 to upgrade wireless access across the district. Funding sources for this plan remain a persistent issue and considerable study of technology is needed.

The district telephone system is twelve years old and was purchased outright at that time. It has been upgraded once and the electronic cards inside the phones are no longer available. Once we have exhausted our current supply of these cards, the system may not be functional. There are two approaches to obtaining a new digital system. One is to lease at approximately \$1.2 million annually. The other is to purchase for \$10 million. The life of a new system is estimated at 10 years. At this time no source for funding has been identified for a telephone system. Funding sources for this plan require considerable study.

The \$8 million in maintenance would cover the cost of the current ongoing project list and the priorities out of the Facilities Reinvestment Plan.

Items Not Funded from ongoing Discussion and Needs			
	Tech Plan		\$3,494,000
	Library Plan		\$1,421,415
	New Telephone System annual lease 1.2 million or 10 million to buy outright		\$1,200,000
	Maintenance		\$8,000,000
Totals			\$14,115,415

APPENDIX A: SUMMARY OF ACTION REQUIRED

1. Items needing Board Action on May 20, 2013

Item Description	FTE	Date Board Action is needed	Fund Equity	Fund 10	Fund 80
Safety Lab Reviewer (HS) Limited Term Employment 1 year only	1.0	May 20, 2013	\$73,503		
Middle School Literacy Coaches Year 2 Strategy 1	3.0	May 20, 2013		\$215,692	
Literacy Administrator Year 2 Strategy 1	1.0	May 20, 2013		\$129,192	
AVID expansion to Middle School Year 2 Strategy 10	4.0 and support	May 20, 2013		\$650,184	
CPR Model Schools Year 2 Strategy 12	.5 and support	May 20, 2013		\$85,175	
Community Schools Parent University Year 1 Strategy 16	1.0	May 20, 2013			\$71,800
Total			\$73,503	\$1,080,243	\$71,800

See Appendix C for item descriptions.

2. The board will need to select Assumptions Option 1 or 2. See page 5. Action must be taken prior to the approval of the Superintendent's Preliminary Recommended Balanced Budget tentatively scheduled for August 26, 2013.
3. Other Allocations Needing Actions during the Budget

			Fund Equity	Fund 10	Fund 80
Mental Health Coordinator .5 Fund 10 .5 Fund 80	1.0	Prior to August			\$39,714
Partnership Coordinator	1.0	Prior to August			\$128,108
Experiential and Environmental Specialist	.7	Prior to August			\$57,733

APPENDIX C: DETAILED DESCRIPTION OF ITEMS NEEDING BOARD ACTION

ITEM	PAGE
Fund Equity	
Lab Safety Reviewer LTE- Fund Equity- May 20, 2013 Action	1/12
Hepatitis B- Fund Equity	2/12
Toki Middle School Expeditionary Learning- Fund Equity	3/12
Administrative Salary Survey- Fund Equity	4/12
Fund 80	
Mental Health Coordinator-.5 Fund 80	5/12
Partnerships Coordinator-Fund 80	6/12
Environmental and Experiential Program Teacher- Fund 80	7/12
Community Schools: Parent University- Fund 80- May 20, 2013 Action	8/12
Building our Future Year 2	
Middle School Literacy Coaches- Operating Funds- May 20, 2013 Action	9/12
Literacy and Intervention Administrator- Operating Funds- May 20, 2013 Action	10/12
Expansion of AVID to Middle School- Operating Funds- May 20, 2013 Action	11/12
CPR School- Operating Funds- May 20, 2013 Action	12/12

Items that will be funded through ongoing operating funds. No Board formal action is needed. The following summaries reflect the decisions made through the budget process to fund new mandates, new elementary critical needs, and items necessary to meet the four priorities, increase achievement and close learning gaps from the ongoing operating budget. No new funds were expended and Board transfer of funds policy was adhered to.

ITEM	PAGE
Year 2 Building our Future	
High School Literacy Coaches- Ongoing Operating Funds	1/12
High School Professional Development Coaches- Ongoing Operating Funds	2/12
Director of AVID- Ongoing Operating Funds	3/12
Extend School Day- Ongoing Operating Funds	4/12
Mandates	
CPR Training- Ongoing Operating Funds	5/12
Educator Effectiveness- Ongoing Operating Funds	6/12
Other priority needs	
Elimination of Multiage Classes K-3- Ongoing Operating Funds	7/12
Mental Health Coordinator- .5 Ongoing Operating Funds	8/12
Restore Elementary Lead Principal- Ongoing Operating Funds	9/12
Expansion of Madison Virtual Campus- Ongoing Operating Funds	10/12
Safety Coordinator- Ongoing Operating Funds	11/12
School Based Leadership Teams- Ongoing Operating Funds	12/12

APPENDIX C: DETAILED DESCRIPTION OF ITEMS NEEDING BOARD ACTION

ITEM	PAGE
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Hepatitis B- Fund Equity	2/12
Toki Middle School Expeditionary Learning- Fund Equity	3/12
Administrative Salary Survey- Fund Equity	4/12
Fund 80	
Mental Health Coordinator-.5 Fund 80	5/12
Partnerships Coordinator-Fund 80	6/12
Environmental and Experiential Program Teacher- Fund 80	7/12
Community Schools: Parent University- Fund 80- May 20, 2013 Action	8/12
Building our Future Year 2	
Middle School Literacy Coaches- Operating Funds- May 20, 2013 Action	9/12
Literacy and Intervention Administrator- Operating Funds- May 20, 2013 Action	10/12
Expansion of AVID to Middle School- Operating Funds- May 20, 2013 Action	11/12
CPR School- Operating Funds- May 20, 2013 Action	12/12

**Madison Metropolitan School District
2013-14 Budget Recommendation**

Board Action Needed: Approval May 20, 2013

Funded through Balanced Budget Process

Operational Fund Equity

Area: Department of Curriculum & Assessment

Item: Lab Safety Reviewer LTE

Background: The Madison Metropolitan School District was found to be out of compliance in numerous safety areas in the high schools during a safety program evaluation conducted in 2011-12. An inspection by the Public Employee Occupational Safety and Health Inspection found code section violations that pertain to hazardous chemicals, their storage, identification and inadequate preventative protocols. A work site inspection report was sent to the attention of the MMSD on February 14, 2012. The ability of current high school staff to address the broad safety issues related to the inspection is currently inadequate. This recommendation provides for a limited term employee (LTE) to work for one year in and across all four comprehensive high schools to re-organize and bring science and fine arts chemical storage areas into compliance within one year. The LTE will simultaneously create safety protocol and train high school staff to be in compliance, and upon leaving after one year, allow current high school staff to maintain and sustain the newly created systems. This LTE will:

- Communicate with each high school's science & art department chairs and department members
- Work closely with Building Services to identify needed safety upgrades
- Collaboratively plan with each school science & art staff for
 - A) development of school focused Chemical Hygiene Plan
 - B) identify, prioritize, and implement safety projects including clean sweeps reorganization, and chemical inventories
 - C) identify building specific issues; develop and implement specific safety professional development
- Develop and implement district wide processes for sustainable chemical safety practices and sustainable professional development

Budget Information: \$73,503

FTE: 1.0 FTE (one-time funding)

Impact: Without the funding of this specialized LTE, the burden of compliance will be placed upon current teaching staff in our high schools. MMSD faces potential monetary and other penalties if compliance is not met.

**Madison Metropolitan School District
2013-14 Budget Recommendation**

Board Action Needed: Approval Prior to August, 2013

Funded through Balanced Budget Process

Operating Fund Equity

Area: Department of Student Service & Innovative Programs – Division of Health Services

Item: Hepatitis B Vaccine

Background: All school districts are expected to develop and implement an exposure plan to prevent and minimize employee exposure to bloodborne pathogens. In April 2012, MMSD's Bloodborne Pathogens Exposure Control Plan was reviewed by the Wisconsin Department of Safety and Professional Services and was found to be in noncompliance. This was because we had not included certain job classifications as having occupational exposure to blood during the work day. These job classifications included physical education teachers, special education teachers, elementary secretaries, and building administrators. To correct this code violation, the above job classifications are now been added to the list of job classifications having occupational exposure to blood during the work day, requiring MMSD to make the Hepatitis B vaccination series available. Adding the above job classification has increased the number of staff required to have the Hepatitis B vaccination series from 150 to 500 employees.

The current cost for the Hepatitis B series is \$108. In years past, the annual budget to cover the costs for Hepatitis B vaccine was \$3,000; therefore, to meet the new requirement, we need to increase the budget to \$10,000 for the 2013-2014 school year. This one-time budget increase allows us to maximize our efforts in immunizing staff that require the Hepatitis B vaccination series. As MMSD hires younger staff, they will already be immunized against Hepatitis B, as Hepatitis B has been an immunization requirement for schools since the mid 1990s.

Budget Information: Cost is estimate to be \$10,000

Impact: MMSD will be in compliance with the WI Department of Safety and Professional Services. In addition, by offering Hepatitis B vaccine to employees whose job classifications put them at a risk for acquiring Hepatitis B, we are protecting our employees.

**Madison Metropolitan School District
2013-14 Budget Recommendation**

**Board Action Needed: Approval Prior to August, 2013
Operating Fund Equity**

Area: Department Secondary Education

Item: Toki Middle School Expeditionary Learning

Discussion Item: Toki Middle School has started the planning process to become an Expeditionary Learning (EL) School. A pilot was started in the 2011-12 school year and initial results are promising. Toki needs additional funding to continue the planning and professional development in the 2012-13 school year. The decision has not been made as to whether Toki will apply for a charter planning grant or not. It is at that time, the EL program and path forward will be more formally evaluated. If this moves forward, it would be a school-wide initiative.

Budget Information: Cost - \$100,000 for 2013-14, 2014-15, and 2015-16.

Impact: Funding source: open enrollment savings. Toki lost 54 students to open enrollment last year. We are looking at ways to make our schools more desirable. The EL program has potential to do this and I believe Toki should have the opportunity to continue planning. Based on the student body at Toki, this program could also be considered part of the achievement gap plan.

**Madison Metropolitan School District
2013-14 Budget Recommendation**

Board Action Needed: Approval Prior to August, 2013
Funded through Balanced Budget Process
Operating Fund Equity

Area: Department of Human Resources

Item: Administrator Salary Survey

Background: During the 2007-08 school year, a review of the Administrative Salary Schedule took place that eliminated five salary steps on the bottom of each salary grade and added two steps on the top. This was done in an attempt to keep pace with the salary rates of other districts. During the BOE discussions concerning this change, it was determined that another salary survey should be done in five years.

In anticipation of another survey, the Human Resources Department recently updated all administrative position descriptions. This updating has prepared MMSD to complete another salary survey during the 2013-14 school year. This process will require a Request For Proposal (RFP). A committee of principals has been assembled to review how principal positions should be aligned. This committee will begin working on that task within the very near future.

Budget Information: \$50,000

Impact: A review of the salary schedule will determine if MMSD's schedule is competitive with other districts, both locally and of like size. After that information is collected, a decision can be made as to whether the salary schedule should be adjusted.

**Madison Metropolitan School District
2013-14 Budget Recommendation**

**Board Action Needed: Approval Prior to August, 2013
Through Budget Process
Fund 10 and Fund 80 Operating Funds**

Area: Department of Student Services & Alternative Education

Item: Mental Health Coordinator

Background: The Board of Education directed the Superintendent in May 2011 to convene a Mental Health Task Force comprised of members of the school district, mental health providers and health care agencies for the purpose of designing recommendations for supporting the mental health needs of students in the Madison Metropolitan School District. The work of this Task Force will be finalized in Spring 2013 and there will be numerous recommendations to be implemented. Priorities include exploring the implementation of school-based health clinics (to include mental health) in schools, providing professional development for all school staff and developing a universal system that supports collaboration, communication and information sharing to support the mental health of all MMSD students.

While the Task Force work began long before the Sandy Hook tragedy, that crisis and other serious events have elevated the attention placed on mental health at the local, state and federal levels. To support the implementation of the Task Force's recommendations, a point person to oversee this work is critical to ensure that the momentum for the work continues and that structures and systems are put in place to provide additional supports for students with mental health needs. It is an appropriate Fund 80 expenditure due to the intensive work that will be done with community mental health providers, parents and other community stakeholders.

Budget Information: .5 General Operating Fund in the amount of \$39,704 and .5 Community Service Fund (80) in the amount of \$39,714

FTE: 1.0

Impact: Students with mental health concerns are 10 times more likely than peers to miss instruction due to suspension and 7 times more likely to be removed from class for behavior reasons. Students with mental health concerns are more likely to interface with the juvenile justice system. With our district's focus on literacy, it is critical that we simultaneously look at unmet mental health needs of students as a barrier to reaching our literacy goals. Research clearly links mental health and social-emotional well-being with academic success and it is critical that our district identify and implement culturally competent, trauma-informed, evidence-based practices that provide education and access to high quality direct services. This requires the focused leadership of a Mental Health Coordinator who can work seamlessly with the school district and community stakeholders as the Task Force's recommendations are implemented.

**Madison Metropolitan School District
2013-14 Budget Recommendation**

Board Action Needed: Approval Prior to August, 2013

Funded through Balance Budget Process

Fund 80 Operating Funds

Area: Department of General Administration – Division of Community Engagement and Public Information

Item: Partnerships Coordinator

Background: The Board of Education passed a partnerships policy and guidelines in February 2013 to provide a more transparent and consistent process and tools to support decision-makers and frontline staff members as they engage in, develop, and participate in mutually beneficial school/community partnerships.

As funding shrinks the need for partnering across tax-supported, non-profit and for-profit agencies becomes an imperative. Many potential funders require that proposals reflect active collaboration between and among joint applicants. The Partnerships Coordinator will provide oversight and ensure that any expenditure of monetary or human resources is aimed at meeting specific, identified goals for the MMSD and its partners. Brokering agreements, facilitating communication, finding efficiencies, avoiding redundancies, and measuring impact requires an administrator with decision-making authority.

Supporting Documentation

- a) Guidelines
- b) Policy & Procedure
- c) Partnerships Coordinator Job Description

Budget Information: \$128,108

FTE: 1.0 FTE

Impact: Funding source will be Community Services Fund (80)

**Madison Metropolitan School District
2013-14 Budget Recommendation**

Board Action Needed: Approval Prior to August, 2013
Funded through Balanced Budget Process
Fund 80 Operating Funds

Area: Department of Madison School and Community Recreation

Item: Environmental and Experiential Programs

Background: This recommendation includes restructuring of the current Ropes/Stress Challenge Program offerings by relocating them to MSCR. MSCR already partially supports this program as MSCR has been overseeing community use of the Kennedy Ropes Course for several years and funding equipment and supplies. A seasonal part time person is currently funded in the MSCR budget at .3 of a 1.0 FTE. Additional funding (.7 FTE) is needed to create this full time position.

The move of experiential and environmental education to MSCR will:

- Increase equity and student access to environmental & experiential education through enhanced program options to include rock climbing, ropes course and canoeing
- Maximizes use of Kennedy Ropes Course
- Management of adventure programming by MSCR will support and coordinate with related MMSD programs (e.g. Safe Routes to School, physical education)

MSCR currently utilizes a part-time seasonal position to manage use of the Kennedy ropes course and facilitate trainings for students, community members, non-profit groups and corporations. MSCR proposes to utilize current funding to supplement the cost of creating the full time position.

Budget Information: Addition of a .7 FTE in the amount of \$57,733 to be added to the current budget of .3 FTE at \$19,000 and \$10,000 existing revenue sources.

FTE: .7

Impact: Improving equity and access to environmental and experiential education for all students. Experiential and environmental programming options will include ropes course, rock climbing, canoeing and more as the program develops. Without this allocation and funding, school day access by students to ropes/stress challenge programming will be limited to activities within the physical education curricula.

**Madison Metropolitan School District
2013-14 Budget Recommendation**

**Board Action Needed: Approval May 20, 2013
Through Budget Process
Fund 80 Operating Funds**

Area: Year 2 Building Our Future Plan

Item: Equity and Diversity: Parent University
Included in *Building Our Future*, Chapter 5: Enhancing Family Engagement
Strategy #16: Develop Community Schools

Background: Funding to support Instructional Resource Teacher for 1.0 FTE for Cultural Relevance – School-Based was recommended for Year 2 when the *Building Our Future* Plan was approved by the Board in the Spring of 2012.

The “Community School” concept includes the following:

- The designation of one initial “community school”, the first of four in “community school” roll-out plan in each comprehensive high school attendance area.
- Development of “community schools” will be informed by neighborhood Parent Task Force Committees. Parent Task Force Committees will be co-chaired by district, parent, and community members. The co-chairs will guide community collaborations and systemic parent involvement efforts.
- All four “community schools” will go through professional development, including diversity training, Cultural Practices that are Relevant (CPR) training, and Trauma Informed Care training. The IRT for Cultural Relevance-School-based will provide leadership, support, and development related to school-wide diversity training and CPR training for the community schools.
- Community Schools will develop and implement multi-tiered levels of service focused on parent engagement and parent empowerment. These include face-to-face educational resources and online learning opportunities offered through Parent University.

Budget Information: \$71,800

FTE: 1.0 FTE

Impact: If implemented, the IRT for Cultural Relevance-School-based will provide leadership, support, and development related to school-wide diversity training and CPR training for the community schools. If not implemented, there will be minimal support for leadership, development and implementation of school-wide diversity training and CPR training for the community schools.

Madison Metropolitan School District
2013-14 Budget Recommendation

Board Action Needed: Approval May 20, 2013
Through Budget Process
Ongoing Operating Funds

Area: Year 2 Building Our Future Plan

Item: Curriculum & Assessment
Included in *Building Our Future*, Chapter 1: Literacy
Strategy 1 – Middle School Coaches

Discussion: While research supports the strong focus and intense support of literacy in the primary grades, a disproportionate number of secondary students lack essential literacy skills. Even students who may be reading at grade level in elementary do not necessarily remain proficient into secondary as the increase in complexity of text and rigor of academic literacy skills continues through high school. MMSD middle schools have no specialized staff or role to support literacy comparable to elementary Instructional Resource Teachers (IRT) or High School Literacy Coaches. Support has been provided to the Learning Coordinator in the context of a trainer of trainer model around literacy. However, increasing demands on Learning Coordinators prohibit an amount of time dedicated to literacy specific professional development and classroom coaching support that is sufficient to change or improve instructional practice. The role of the Middle School Literacy Coach includes:

- Improving English/Language Arts instruction aligned to the Common Core State Standards
- Improving the use of formative assessment to help ensure preparedness of students and staff for the projected implementation of the Smarter Balanced Assessment System in the Spring of 2015
- Planning and leading professional development with a focus on classroom coaching
- Facilitating and collaborating among the departments and teams and across the schools and district, to increase focus and instruction on improved adolescent literacy

Budget Information: Each literacy coach will serve two middle schools. Total funds needed = \$441,018 – 225,362 from a reallocation of funds = \$215,962 as the impact to the budget.

FTE: 6.0 FTE (0.5 FTE for each of 12 middle schools). Only need to add 3.0 FTE in 2013-14

Impact: If 6.0 middle school literacy positions were not funded, there would be no dedicated building-specific support to guide and lead the improvement of disciplinary literacy in our middle schools. This lack of continuity and support at the middle school level may continue to be partially responsible for the disproportionate number of 9th grade students who are not able to read at grade level and require intervention.

Madison Metropolitan School District
2013-14 Budget Recommendation

Board Action Needed: Approval May 20, 2013
Through Budget Process
Ongoing Operating Funds

Area: Year 2 Building Our Future Plan

Item: Curriculum & Assessment

Included in *Building Our Future*, Chapter 1: Literacy
Strategy 1 - K-12 Literacy and Intervention Administrator

Background: The complexity of literacy and intervention programming, professional development has increased significantly due to the adoption of the Common Core State Standards, the requirement to implement Response to Intervention, the approaching implementation of Smarter Balanced Assessment System and the impending Educator Effectiveness System. During this time, the complexity of a district-wide literacy focus has highlighted the need of all schools, departments and initiatives to coordinate in some way with K-12 literacy and/or interventions. Also during this time, the reorganization and de-centralization of literacy has been problematic, resulting in some aspects of literacy that have received less attention than desired given our student data. It is recommended that an administrative position be re-instated to oversee the comprehensive aspects of a K-12 English/Language Arts/Literacy program that is inclusive of K-12 (elementary, middle and high school):

- curricular alignment to the Common Core State Standards, including English through high school
- development and refinement of formative literacy assessments and use of data to inform and target instruction
- coordination of professional learning of central office and building-based literacy coaches within the context of a trainer of trainer model
- coordination and implementation of a comprehensive, Response to Instruction tiered model of support for English Language Arts, inclusive of struggling students as well as students requiring the next level of challenge
- coordination and planning of administrative professional learning to better supervise and support teachers in literacy best practices in the context of the Danielson framework (Educator Effectiveness)

Budget Information: \$129,192.

FTE: 1.0 FTE

Impact: If the 1.0 administrator position is not funded, coordination will continue from portions of existing positions, and will lose the impact of a dedicated, specialized position.

**Madison Metropolitan School District
2013-14 Budget Recommendation**

**Board Action Needed: Approval May 20, 2013
Through Budget Process
Ongoing Operating Funds**

Area: Year 2 Building Our Future Plan

Item: Secondary Education

Included in *Building Our Future*, Chapter 2: AVID

Strategy 10 – Expand AVID 2013-14 to grades 7-12 and full implementation

Discussion Item: Recommendation to expand AVID for 2013-14 by a total of \$744,988. This proposal comes in two parts. Implement the Year 2 plan of the Achievement Gap Plan to Expand AVID to grades 7 – 12 in MMSD middle and high schools. Part 2 increases the budget for AVID by \$608,844 for the 2013-14 school year. Part two provides additional allocation to all middle and high schools. This increase in allocations provides: increase for AVID all middle and high school AVID coordinators in order to provide more support to students and AVID elective teachers, increase for AVID teaching allocation in order to provide AVID elective courses in grades 7 – 12 across the district. Additional increases sustain and fund the WISCAPE annual report for AVID at the middle school and AVID/TOPS at the high school, tutoring costs to account for the increase in sections, professional development and planning for AVID teachers, AVID coordinators, and AVID site team members and professional school-wide to ensure the implementation of AVID strategies school-wide. Lastly, increases in funding also sustain the costs at the high school for planning, field trips, and supplies that have been funded by the REaL Grant.

Background: MMSD implemented AVID in 2008 at East High School. In 2009 we established a partnership with the Boys and Girls Club and implemented AVID/TOPS across all MMSD comprehensive high schools. We have steadily grown AVID by both sections and grade levels. This current school year we are currently serving 570 high school students in grades 9 – 12 and 380 middle school students. All middle schools implemented sections in grades 8 with some middle schools implementing sections in grades 7. Both Part 1 and Part 2 of the 2013-14 AVID budget proposes funding all middle schools to implement AVID in grades 7 and 8, thus creating an AVID implementation of grades 7 – 12. This follows the AVID Center recommendations for fidelity of implementation.

Budget Information: \$650,184 for FTE and support

FTE: 4.0 FTE

Impact: MMSD partners with Wisconsin Center for the Advancement of Post-Secondary Education to do an independent evaluation of AVID/TOPS. The WISCAPE study compares AVID/TOPS students with similar students who are not enrolled in AVID/TOPS at the high school level. Themes from our current report outline:

1. AVID/TOPS students have higher grade point averages, both cumulative and core, than their comparison group peers.
2. AVID/TOPS students attend school at higher rates than their comparison group peers.
3. AVID/TOPS students enroll in advanced courses at higher rates than their comparison group peers.
4. AVID/TOPS students have lower behavioral referrals than their comparison group peers.

Additionally, AVID/TOPS programs at the high school level have all been certified by the AVID Center indicating that MMSD high schools implement AVID/TOPS with a high level of fidelity which is resulting in an increase of student outcomes. Lastly, MMSD is completing year 1 of AVID implementation at the middle school. Initial reports from schools indicate that AVID is positively impacting students. Currently over 900 students are being served in the AVID across the district. It is anticipated this number would increase to roughly 1080 students for the 2013-14 school year, serving 9% of our secondary student population.

Madison Metropolitan School District
2013-14 Budget Recommendation

Board Action Needed: Approval May 20, 2013
Through Budget Process
Ongoing Operating Funds

Area: Year 2 Building Our Future Plan

Item: Equity and Diversity

Included in *Building Our Future*, Chapter 3: Expanding Culturally Responsive Practices
Strategy #12: Create Cultural Practices that are Relevant (CPR) School

Background: Funding to support development and implementation of one or more CPR Schools to become a hub for district professional development.

The recommendation for a Cultural Practices that are Relevant (CPR) School is based on district data identifying learning gaps for children of color, and research underscoring culturally and linguistically responsive practices as an essential component of high quality, rigorous core instruction and multi-tiered systems of support. The CPR School would serve as a district-wide professional development hub for building staff capacity to deliver high quality core instruction using culturally and linguistically responsive practices. If approved, it is recommended that this district funding be split equitably across two CPR School sites. Both CPR School sites would be funded out of local dollars, with Title I site allocations used to supplement local funding for collaboration, planning, professional development, and/or a Learning Coordinator position.

Budget Information: The .5 FTE is \$38,400. The full implementation of this recommendation includes Extended contract, Substitute time and purchased services for a total of \$85,175.

FTE: .5

Impact: If implemented, the CPR School will accelerate the growth of staff capacity to deliver with fidelity highly engaging, culturally and linguistically responsive core instruction. The CPR School presents an opportunity for focused data collection and increased accountability related to gap-closing professional development and instructional strategies. Further, this initiative supports hiring for diversity through the "Grow Your Own" model through cultural competence development of new and aspiring teachers from the university and local colleges.

If not implemented, community expectations may be compromised; the timeline for implementing culturally and linguistically responsive practices with fidelity throughout MMSD will be delayed.

APPENDIX D: DETAILED DESCRIPTIONS OF ITEMS THAT DO NOT NEED BOARD ACTION

Items that will be funded through ongoing operating funds. No Board formal action is needed. The following summaries reflect the decisions made through the budget process to fund new mandates, new elementary critical needs, and items necessary to meet the four priorities, increase achievement and close learning gaps from the ongoing operating budget. No new funds were expended and Board transfer of funds policy was adhered to.

ITEM	PAGE
Year 2 Building our Future	
High School Literacy Coaches- Ongoing Operating Funds	1/12
High School Professional Development Coaches- Ongoing Operating Funds	2/12
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Extend School Day- Ongoing Operating Funds	4/12
Mandates	
CPR Training- Ongoing Operating Funds	5/12
Educator Effectiveness- Ongoing Operating Funds	6/12
Other priority needs	
Elimination of Multiage Classes K-3- Ongoing Operating Funds	7/12
Mental Health Coordinator- .5 Ongoing Operating Funds	8/12
Restore Elementary Lead Principal- Ongoing Operating Funds	9/12
Expansion of Madison Virtual Campus- Ongoing Operating Funds	10/12
Safety Coordinator- Ongoing Operating Funds	11/12
School Based Leadership Teams- Ongoing Operating Funds	12/12

**Madison Metropolitan School District
2013-14 Budget Recommendations**

Board Action Needed: None
Through Budget Process
Ongoing Operating Funds

Area: Year 2 Building Our Future Plan

Item: Department of Secondary Education
Included in *Building Our Future*, Chapter 1, Literacy
Strategy 1 - 4 High School Literacy Coaches

Background: The 5-year REaL grant has supported the critical role of high school literacy coach. This role includes specific support to increase staff capacity that will, in turn, increase student achievement so that all students meet or exceed grade level expectations in English/Language Arts (ELA). Literacy coaches work with all school staff and administration to facilitate, foster, enhance, lead, educate and support in the development of adolescent literacy. The roles extend to:

- Improving English/Language Arts and adolescent literacy instruction and assessment
- Planning and leading professional development with a focus on classroom coaching
- Facilitating and collaborating among the departments and teams and across the schools and district, to increase focus and instruction on improved adolescent literacy

The REaL grant funding expires at the end of 2012-13. While significant strides have been made regarding incorporating literacy strategies and research-based instructional practices into classroom instruction across the content areas, there is still a great need to support high school staff as MMSD transitions to the increased rigor and higher student learning expectations required of the Common Core State Standards beginning in 2013-14. Students will be held accountable for these higher expectations in ELA through the new assessment system, projected to be implemented in the spring of 2015.

Budget Information: \$294,012

FTE: 4.0 FTE (1 per comprehensive high school)

Impact: Each high school currently has staff in the role of High School Literacy Coach. If these positions were not funded, these positions would be lost and the surplus process would be put in motion. There are no other similar positions in our high schools that are experienced or trained to cover this critical area.

**Madison Metropolitan School District
2013-14 Budget Recommendation**

Board Action Needed: None
Through Budget Process
Ongoing Operational Funds

Area: Department of Secondary Education (High Schools)

Item: Professional Learning Community Leaders (PLC Leaders)

Background: In 2008-2009, the MMSD was awarded more than 5 million dollars as part of the US Department of Education's Smaller Learning Communities (SLC) program. The four comprehensive high schools began their journey, guided by the following goals: 1) Improve student achievement for all students, 2) Improve the student-student and student-staff relationship and 3) Increase the post-secondary plans for all students. These broad goals served as a district plan to help ground consistent approaches and professional learning throughout the district's high schools. In order to accept the grant each school had to hire both a Grant Coordinator and a Literacy Coach. Additionally, the district was also required to create a district wide grant facilitator position.

Commencing with the 2012-2013 school year, the SLC Grant is complete. There are not resources available to apply for extended funding opportunities. In five years since the grant implementation, the SLC Grant Coordinators have provided leadership for building based professional development, job embedded professional learning, school improvement planning, leadership team facilitation, data collection and reporting and maintained collaborative relationships with central office staff and staff in the other high schools. The collaboration amongst our high schools is one particular area to focus on. The grant coordinators meet with each other frequently and converse on a consistent basis sharing their practices with their peers.

The proposed name of these four positions is *Professional Learning Community Leaders*

Budget Information: These allocations were reallocated from the SLC grant to the High School Targeted Allocations in the amount of \$294,012.

FTE: 4.0

Impact: The SLC grant coordinators have allowed our high schools to provide a job embedded model for professional learning. Their work in leading school based leadership teams has been integral in leading up to our discussions around curriculum alignment, common assessment and the use of data to guide instruction. Prior work has our high schools poised to implement both the Common Core State Standards and the Educator Effectiveness System. The need for onsite support and expertise will rely heavily on our Professional Learning Community Leaders.

Madison Metropolitan School District
2013-14 Budget Recommendations

Board Action Needed: None
Funded through Balanced Budget Process
Ongoing Operating Funds

Area: Year 2 Building Our Future Plan

Item: Secondary Education
Included in *Building Our Future*, Chapter 2: AVID
Strategy 10 - Director of AVID

Background: Part 1 proposes maintaining the initial allocation to middle and high schools and sustaining the AVID District Director position currently being funded through the REaL Grant. The AVID District Director is funded through 2013 by the High School REAL Grant. It is recommended that the 1.0 FTE be funded with continuing budget funds through the balanced budget process. The consideration of expansion to Middle School grade 7 will be considered through the Board of Education Budget discussion process (see AVID part 2).

MMSD implemented AVID in 2008 at East High School. In 2009 we established a partnership with the Boys and Girls Club and implemented AVID/TOPS across all MMSD comprehensive high schools. We have steadily grown AVID by both sections and grade levels. This current school year we are currently serving 570 high school students in grades 9 – 12 and 380 middle school students. All middle schools implemented sections in grades 8 in 2012-13 with some middle schools implementing sections in grades 7.

Budget Information: Year 1 funding provided AVID in grades 8 – 12 across the district with some schools providing AVID for students in grades 7 as well. For 2013-14 the AVID District Director will be funded in the balanced budget process with ongoing funds. In addition, AVID (part 2) budget proposes funding all middle schools to implement AVID in grades 7 and 8, thus creating an AVID implementation of grades 7 – 12. This follows the AVID Center recommendations for fidelity of implementation.

Budget Information: \$94,804

FTE: 1.0 FTE

Impact: MMSD partners with Wisconsin Center for the Advancement of Post-Secondary Education to do an independent evaluation of AVID/TOPS. The WISCAPE study compares AVID/TOPS students with similar students who are not enrolled in AVID/TOPS at the high school level. Themes from our current report outline:

1. AVID/TOPS students have higher grade point averages, both cumulative and core, than their comparison group peers.
2. AVID/TOPS students attend school at higher rates than their comparison group peers.
3. AVID/TOPS students enroll in advanced courses at higher rates than their comparison group peers.
4. AVID/TOPS students have lower behavioral referrals than their comparison group peers.

Additionally, AVID/TOPS programs at the high school level have all been certified by the AVID Center indicating that MMSD high schools implement AVID/TOPS with a high level of fidelity which is resulting

in an increase of student outcomes. Lastly, MMSD is completing year 1 of AVID implementation at the middle school. Initial reports from schools indicate that AVID is positively impacting students. Currently over 900 students are being served in the AVID across the district. It is anticipated this number would increase to roughly 1080 students for the 2013-14 school year, serving 9% of our secondary student population. The District Director is critical to the program.

**Madison Metropolitan School District
2013-14 Budget Recommendation**

Board Action Needed: None
Through Budget Process
Ongoing Operational Funds

Area: Year 2 Building Our Future Plan

Item: Early and Extended Learning
Included in *Building Our Future*, Chapter 1:
Strategy 3 - Extend the School Day

Discussion: Madison Metropolitan School District (MMSD) After School Academic Expansion to Address Achievement Gap.

This budget addition is to expand academic support provided to students in the after school hours to schools that are not currently funded through any other source. The schools would include Orchard Ridge, Schenk, Thoreau, and Lowell. The model will be a collaborative effort with the private providers and will be based on the following parameters:

- 30 students with below proficiency in literacy and math on 4th quarter report cards and/or who appear on the summer school referral list will be invited to attend the after school academic program. Students will work in groups of 7-8, with four groups in each building, for the 2013-14 school year
- There will be one hour of academic tutoring provided to students by MMSD teaching staff, with after school child care providers, both private provider and MSCR staff members, helping support the four academic groups
- Child care providers will manage free time, bathroom time, snacks, and transitions as part of the overall after school program
- 4 MMSD teachers will be hired per school site and paid the MSCR rate of \$15.60/hr
- 4 Group Leaders will be hired by providers per school site and paid for by MMSD
- MMSD will pay for snacks and transportation for students
- Principal and/or other MMSD staff identify below proficient students
- Principal and/or other MMSD staff hire and supervise classroom teachers as academic hour instructors
- Schools would utilize Title I funds (\$14,000) to co-fund the program

As part of the district-wide effort to address the achievement gap, after school hours would be utilized to provide students who are performing below grade level with additional academic support. Students who received below proficiency in math or literacy on their 4th quarter report card and/or were referred for summer school will receive one hour of intense focused instruction, taught by an MMSD teacher. After school child care providers will support the academic hour by assisting the MMSD teacher during group times. After school staff will also manage other non-academic aspects of the after school schedule such as transitions, free time, snack, etc. The goal is to collaborate with after school child care providers to help support the additional academic hour for qualifying students.

Program Schedule (based on school sites):

Tuesdays, Wednesdays, Thursdays

2:32-2:52 or 3:15-3:35 Free play outside or in gym or classroom

2:52-3:15 or 3:35-3:55	Bathroom break and snack
3:15-3:20 or 3:55-4:00	Transition to classrooms where tutored
3:20-4:20 or 4:00-5:00	Literacy or math tutoring, or both
4:20 or 5:00	Dismissal (bus provided)

The expanded after school academic hour provides students with additional instructional time in math and literacy. This supports the district efforts of learning options offered to students and families to aid in closing the achievement gap.

Background: Currently, there are two models of after school programming offered to students in MMSD schools, including child care or academics. The child care model is offered by MSCR and by private providers (Wisconsin Youth Company, Red Caboose Daycare, and YMCA) and is located in each elementary school. The academic model is linked to the 21st Century Community Learning Center (CLC) grants and is in nine elementary schools.

In addition to academics provided to students in after school through CLC grants, principals have used their own discretion and funding to create academic supports for students within their buildings if they were not a school receiving CLC funding.

Budget Information: Revenue would be from and a part of the MMSD Achievement Gap Plan (AGP).

MMSD Budget per School Site (Orchard Ridge, Schenk, Thoreau, and Lowell)

- 4 MMSD Classroom Teachers: 4 X \$15.60 hr. X 2 hr/day (1 hr direct instruction, 1 hr. planning) X 3 days/wk = \$374.40/wk X 24 wks = **\$8,986**
- 4 Group Leaders: 4 X \$10.40/hr X 2.25 hr/day (3:00-5:15) X 3 days/wk = \$280.80/wk X 24 wks = **\$6,740**
- Snacks: \$1.50/day X 30 students X 72 days (could get DPI free but would have to get for kids in child care as well so not two different snacks) = **\$3,240**
- Materials = **\$500**
- Transportation: \$125/day X 72 = **\$9,000**
- Cost per site = **\$28,466 (per site)**

Title I Schools provide \$14,000 each in Title I funds bringing cost to **\$14,466 per site.**

Total for 4 school sites = \$57,854

FTE: .5 FTE

Impact: This expanded after school academic hour can aid in lowering the number of students who fall below proficiency levels in math and literacy. This supports the district efforts of learning options offered to students and families to aid in closing the achievement gap.

**Madison Metropolitan School District
2013-14 Budget Recommendation**

Board Action Needed: None
Through Budget Process
Ongoing Operational Funds

Area: Department of Student Services & Alternative Education – Division of Health Services

Item: Cardiopulmonary Resuscitation Training and Supplies

Background: A community initiative to increase public access to defibrillators by placing them in schools was undertaken by MMSD in the 2004-2005 school year. As part of this undertaking, MMSD was encouraged to offer free CPR/AED training to staff. Since 2005-2006, CPR/AED instruction has been available to employees at no cost. This includes staff required to obtain and maintain CPR/AED certification - coaches, high school facilities supervisors, nurses, nurse's assistants, physical education teachers, and school security supervisors – and any school staff who have an interest in becoming trained CPR/AED certified. On-going trainings for certification and recertification are offered throughout the school year. Approximately 300 MMSD employees are trained yearly.

In the past, the CPR/AED training program was supported by Project Adam, but they no longer have adequate funding to support it. Health Services began covering the costs for the 0.1 FTE instructor in the 2011-2012 school year, but there were no monies available to cover other program costs such as the certification cards, instructor assists (each instructor can only teach 6 students in a class), and training supplies, causing the program to be over-budget for the last three years.

If the MMSD wants to continue to provide CPR/AED instruction at no cost to employees, funding will need to be made available to cover the costs. This includes 0.1 nurse FTE to teach and coordinate the program, and monies to pay for the assistant instructors, certification cards, and training supplies. The total costs to maintain the program is \$10,000 annually - \$6,000 to fund the nurse and \$4,000 to pay for the related expenses.

Budget Information: \$10,000

FTE: 0.1 FTE

Impact: By training MMSD staff in CPR/AED, they will be better able to recognize emergencies such as cardiac arrest and know how to appropriately respond to them. If staff were to pay for the program through an organization such as Dean Health Works, it would cost them \$55.00 per person

**Madison Metropolitan School District
2013-14 Budget Recommendation**

**Board Action Needed: None
Through Budget Process
Ongoing Operational Funds**

Area: Department of Professional Development

Item: Teachscape/Educator Effectiveness Professional Development

Background: The Educator Effectiveness System will be implemented state-wide in 2014-15, which generates the need for substantial training for instructional administrators and staff in 2013-14. The DPI has contracted with Teachscape to provide online training of Danielson observable components (in the Danielson Domain 2: Classroom Environment and Domain 3: Instruction). This Teachscape training is a self-guided series of online modules for both evaluators and teachers where each individual receives a Teachscape license. Both teachers and evaluators will have a shared understanding of research-based practices and Danielson evaluation criteria. The District can monitor the module completion progress of each individual. For evaluators, this training concludes with an Observation Certification assessment that is required to evaluate staff in 2014-15. (Teacher training does not have an assessment.)

At the time of this request, while the DPI has submitted a budget request to pay for Teachscape for all Districts, it is unclear what will ultimately be funded from the DPI for Educator Effectiveness professional development in 2013-14.

Budget Information: It is recommended that \$250,000 be used to pay for Teachscape licenses for all instructional administrators and teachers. Depending on the DPI budget, this funding may need to be renewed each year for license renewals

**Madison Metropolitan School District
2013-14 Budget Recommendation**

Board Action Needed: None
Through Budget Process
Ongoing Operational Funds

Area: Department of Elementary Education

Item: Elimination of Combination Classes in Grades K-3

Background: Over the years MMSD has had multi-age classes at every grade level. There have been many positive attributes in the philosophy of multi-grades; one of the most important is the relationship formed over two years of a teacher knowing individual students. The use of multi-age classrooms varied across the district in that some schools used them at each grade level. In other schools they were used as an enrollment management tool (i.e. a way to balance teacher – student ratio). Clearly, the use of multi-age classrooms results in less allocation needed in the elementary schools.

The changing landscape of our work has placed unprecedented demands on schools and teachers. *The move to Common Core content area standards at every grade level and the increase in rigor has caused us to rethink our use of multi-age classes.* A work group of 14 staff members, including teachers and principals met as a work group to further think about multi-age classes. Their work was then shared with elementary principals to gather input. While there is not 100% consensus that we should eliminate multi-age classes, there is a strong consensus that we should move to eliminate multi-age.

While the critical attribute for closing the achievement gap is the classroom teacher, the work group strongly believes that straight grades will support teacher expertise in grade level standards, support coherent PD for teachers and result in greater fidelity to defined core curriculum and instructional practices. This will also serve to somewhat reduce class sizes across the district at K – 3.

Budget Information: \$485,120

FTE: 6.6 FTE

The Multi-age workgroup recommended elimination of multi-age at all grades. Given our fiscal limitations, as well as, space limitations at many schools, we are recommending elimination of multi-age classes at grades K – 3.

To move to straight grades uses *all* of the unallocated that would have been available for next fall and requires an additional 1.6 FTE. Theoretically we should need less with the additional allocations.

Originally, 10 additional unallocated FTE were recommended to enter next year. This has been reduced to 5 unallocated positions to start the 2013 – 2014 school year.

Impact: Elementary teachers are asked to know content area standards in reading, math, science and social studies. With the introduction of the Common Core State Standards the demand on teachers to learn and effectively teach these standards across two grade-levels is problematic. We believe that organizing instruction around single-grade classrooms will allow for more focused professional learning, resulting in increased teacher expertise, moving us closer to closing the achievement gap.

**Madison Metropolitan School District
2013-14 Budget Recommendation**

**Board Action Needed: Approval Prior to August, 2013
Through Budget Process
Fund 10 and Fund 80 Operating Funds**

Area: Department of Student Services & Alternative Education

Item: Mental Health Coordinator

Background: The Board of Education directed the Superintendent in May 2011 to convene a Mental Health Task Force comprised of members of the school district, mental health providers and health care agencies for the purpose of designing recommendations for supporting the mental health needs of students in the Madison Metropolitan School District. The work of this Task Force will be finalized in Spring 2013 and there will be numerous recommendations to be implemented. Priorities include exploring the implementation of school-based health clinics (to include mental health) in schools, providing professional development for all school staff and developing a universal system that supports collaboration, communication and information sharing to support the mental health of all MMSD students.

While the Task Force work began long before the Sandy Hook tragedy, that crisis and other serious events have elevated the attention placed on mental health at the local, state and federal levels. To support the implementation of the Task Force's recommendations, a point person to oversee this work is critical to ensure that the momentum for the work continues and that structures and systems are put in place to provide additional supports for students with mental health needs. It is an appropriate Fund 80 expenditure due to the intensive work that will be done with community mental health providers, parents and other community stakeholders.

Budget Information: .5 General Operating Fund in the amount of \$39,704 and .5 Community Service Fund (80) in the amount of \$39,714

FTE: 1.0

Impact: Students with mental health concerns are 10 times more likely than peers to miss instruction due to suspension and 7 times more likely to be removed from class for behavior reasons. Students with mental health concerns are more likely to interface with the juvenile justice system. With our district's focus on literacy, it is critical that we simultaneously look at unmet mental health needs of students as a barrier to reaching our literacy goals. Research clearly links mental health and social-emotional well-being with academic success and it is critical that our district identify and implement culturally competent, trauma-informed, evidence-based practices that provide education and access to high quality direct services. This requires the focused leadership of a Mental Health Coordinator who can work seamlessly with the school district and community stakeholders as the Task Force's recommendations are implemented.

**Madison Metropolitan School District
2013-14 Budget Recommendation**

Board Action Needed: None
Through Budget Process
Ongoing Operational Funds

Area: Department of Elementary Education

Item: Restore Elementary Lead Principal

Background: The current organization at MMSD has all 32 elementary principals under the Assistant Superintendent of Elementary Schools. *Simply stated, as the state moves toward the new Educator Effectiveness program, one administrator is simply not sufficient to effectively support the 32 schools and principals.*

Originally established during the 2001 - 2002 year, this position was eliminated two years ago as part of the Central Office Reorganization. The duties were intended to be partially absorbed by the Director of Select Government Programs. In reality, that has not happened. Over the years, the Lead Elementary Principal has taken on a variety of roles.

The duties assigned to the Lead Elementary Principal would focus on building principal capacity in:

- Day-to-day support and problem solving with the elementary principals.
- Working with and resolving issues with parents and schools.
- Hiring new teachers and allocation planning
- Complex teacher evaluations and the development of teacher improvement plans
- The implementation of the new state Educator Effectiveness evaluation system
 - Developing school learning objectives
 - Coaching teachers in the development of student learning objectives
 - Modeling of effective coaching conversations for improved teaching
 - Support with the annual teacher evaluation cycle
- Using the Data Dashboard and using the new MMSD Assessment tools. Provide specific support in strategic planning for minority students, and students of poverty
- Development of school master schedule
- Other duties as assigned

Budget Information: \$128,108

FTE: 1.0 FTE

Impact: This expenditure provides direct support to the Assistant Superintendent of Elementary Schools and the 32 elementary principals aimed at instructional leadership for increased student achievement.

**Madison Metropolitan School District
2013-14 Budget Recommendation**

**Board Action Needed: None
Through Budget Process
Ongoing Operational Funds**

Area: Curriculum & Assessment

Item: Expansion of Madison Virtual Campus

Background: Madison Metropolitan School District has offered online learning options through Madison Virtual Campus (MVC) since 2005. The Board of Education has requested that administration explore avenues to expand programming and/or options to students to increase the ability of students to take advantage of online learning. Recommended expansion includes an increase in staff training and allocation and programming funding. Through these mechanisms, MVC will be able to offer more school-based staff support through both the increase in mentor teacher allocation and through the recruitment of additional teachers to become trained and able to offer local and network sections of online courses. New local and network course offerings are targeted to areas of high interest and/or high need for credit recovery, including mathematics, computer programming and Spanish. Students opting for MVC courses include students seeking credit recovery, Advanced Placement courses not offered in their local high school, and students needing increased flexibility of scheduling due to medical, emotional and numerous other extenuating circumstances. Students selecting MVC courses can access individualized programming options while remaining in their home high school. The number of MVC students accessing credit recovery during summer school increased greatly from 2011 to 2012.

Budget Information: Teachers, \$30,000 for course tuition and \$15,000 for professional development for a total estimated cost of \$155,255

FTE: 1.5

Impact: Growth in online courses and course taking is reflected on a national level. MMSD students continue to find the flexibility of online courses and credit recovery through MVC a desirable option which has the added benefit of decreasing the impact of schedule interruptions and reducing transportation costs to other district and higher education locations. If additional funding is not provided, course offerings will be limited to the current budget. Online supplemental programming will be limited and will not be able to be a growing component of Rtl curricula and/or innovative course offerings.

**Madison Metropolitan School District
2013-14 Budget Recommendation**

Board Action Needed: None
Through Budget Process
Ongoing Operating Funds

Area: Department of Business Services

Item: Safety and Security Coordinator

Background: Prior to 2005-2006, MMSD had a 1.0 FTE Risk Manager and a 0.5 Clerical Assistant. Due to budget reductions, the responsibilities of this position were divided among three positions. Current positions that oversee Risk Management include Director of Buildings and Grounds, Senior Benefits Technician, and Assistant Director of Budget, Planning & Accounting.

Currently, John Finnemore, Director of Buildings and Grounds, performs coordination of school district safety programs including supervision of general building conditions, supervision of members of buildings and grounds department for adherence to site safety standards, and insures compliance with Wisconsin Department of Commerce standards and City of Madison Building and Fire requirements. Jill Radzinski, Senior Benefits Technician in Human Resources, administers all workers compensation items. Jill's duties include reviewing and processing claims, participating in settlement negotiations, recommending loss control strategies, ensuring program conformance to applicable laws and regulations, and monitoring and evaluating the workers compensation program activities to ensure the delivery of quality services to MMSD employees. Brian Krey, Assistant Director of Budget, Planning, and Accounting, manages all property and liability insurance claims for the district. Brian's responsibilities include administration of district's certificates of insurance, filing and communication on all property and liability claims, tracking of all MMSD staff that transport students with a personal vehicle, and budget reconciliation of property and liability claims.

Currently the duties listed above are in addition to other duties these employees have. While all risk management duties are being completed, the current approach is reactive, whereas a Safety and Security Coordinator would be able to focus more time on the duties and approach risk management from a proactive approach.

The essential duties and responsibilities of this position would include the overall administration of the district's risk management program. In addition, this position would have oversight on phone security and building access security. Responsibilities include risk identification and evaluation, claims management, conducting safety evaluations and training, maintaining claim loss statistics and trends, managing insurance certificates, and work with administration on the selection of property, liability, and workers compensation insurances.

The addition of a Safety and Security Coordinator would most likely allow for a reduction in the workers compensation premium due to the ability to track and analyze workers compensation and cause of accidents. For the 2012-2013 year, MMSD has an Experience Modification Rating ('MOD Rating) of 0.90. The MOD Rating compares our district workers' compensation claims experience to other companies similar in size who operate in the same industry. The industry average is 1.0, so our current MOD shows that our district is doing 10% better than the average, and directly relates to our workers compensation premium amount. Since 2006-2007, our district MOD rate has increased from 0.73 to 0.90. We believe this increase is directly related to the elimination of the Risk Manager position in 2005-2006 and the

ability that position had to track and evaluate loss statistics and trends in addition to conducting safety training for staff.

Our current workers compensation insurance carrier was able to put dollar amounts to any increase/decrease to our district's MOD rate. In their estimation, the district saves approximately \$17,000 for each 0.01 decrease on the MOD rating. Our district's MOD rating of 0.90 is down 0.02 points since last April, creating a savings of approximately \$34,000 on the workers compensation premium for 2013-2014.

The new Safety and Security Coordinator would also be a liaison between the Dept of Commerce and our workers compensation insurance carrier in regards to inspections and building safety improvements. Over the past few years, the WI Department of Commerce has been more active in their inspections and requirements of our district's buildings and grounds.

This position would also allow increased focus on recommendations provided by our current insurance carrier's loss control consultant. Each month a loss control consultant schedules visits to different school sites and provides recommended corrective measures to ensure the safety of our students, staff, and visitors. Another focus of this position would be to allow more time spent on the District Safety Committee. This position would lead the District Safety Committee and work with individual schools on any questions or concerns that arise. One example of working with schools is to address fire and tornado safety plans. This position would allow more time spent on identifying potential risks and problems on our district buildings and grounds before potential injuries occur.

Budget Information: \$52,000

FTE: 1.0

Anticipated Savings: Greater effectiveness and efficiencies in the areas of district health and safety, workers compensation, property, liability and other areas of risk management allow for a potential in increased savings on all insurance premiums (Workers Compensation, Property, and Liability). We believe that with this position, the district would file fewer claims and have lower dollar amount claims. By reducing the number of claims and the amount in claims, the district would have a reduction in the amount of premium we pay to our insurance companies. As stated earlier, a 0.01 decrease on the district MOD rate for Workers Compensation would save approximately \$15,237 on the workers compensation premium.

The 0.02 decrease from one year ago is an estimated \$30,475 in workers compensation premium savings.

**Madison Metropolitan School District
2013-14 Budget Recommendation**

Board Action Needed: None
Through Budget Process
Ongoing Operating Funds

Area: Department of Professional Development

Item: School Based Leadership Teams

Background: According to national and the Wisconsin DPI guidelines, a representative **Leadership Team** (also called a School Based Leadership Team) of a school is considered the key unit that helps plan, implement, and monitor a multi-tiered system of support (MTSS, also called Response to Instruction and Intervention). The work of a Leadership Team includes systems for academic and behavior data analysis and problem solving, school-wide instructional and intervention planning, and more broadly school improvement planning. National and state guidelines suggest that Leadership Teams should typically meet three hours per month. However, due to budget constraints for sub costs and/or extended employment, the vast majority of MMSD leadership teams meet fewer than 2 hours per month, with many for only 1 hour per month.

Revenue: It is recommended that elementary, middle, and Shabazz High schools each receive an increase of \$4000 in their school improvement budget to fund extended employment or sub costs for leadership team meeting time during the school year or summer (45 schools—this will pay for approximately 266 extended employment hours per school).

It is recommended that each of the four large high schools receive an increase of \$6000 in their school improvement budget to fund extended employment or sub costs for leadership team meeting time during the school year or summer (approximately 333 hours of extended employment per school).

It is recommended that this funding continues each year.

Budget Information: \$204,000.

Madison Metropolitan School District

2013-14 Budget Prospectus

Department Summaries

Overall District Information

The Madison Metropolitan School District has been described by nine departments or divisions for descriptive purposes. The organizational chart is under construction but all major operations of the district are represented here.

- Elementary Schools p.2
 - Department of Early and Extended Learning p.7
- Secondary Schools p.18
- Department of Curriculum and Assessment p.24
- Department of Talented and Gifted p.38
- Department of Professional Development p.42
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- Information Services..... p.60
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Department of Elementary Schools

Background / Information / Description

The Department of Elementary Schools is directed toward producing high levels of engagement, learning, and relationships for our early childhood through fifth grade students. This department is staffed by the administrators, teachers, support staff, clerical staff, and educational assistants of MMSD's 32 elementary schools.

Creating and sustaining quality school leadership, quality teaching, and high levels of student performance in the elementary schools occurs through:

- Understanding and implementing best practices.
- Using data to guide decisions – especially continuous assessment of individual learning and group performance
- Collaborating at key levels of the organization:
 - At the school level among principals, teachers, support staff, and parents through the school support teams (SST) and facilitator.
 - At the leadership and management level through the principals' professional learning meetings once per month.
 - At the district level as schools work with other departments to create cohesive coordinated direction and support for schools.

The principals and teachers of MMSD's 32 elementary schools work to provide a consistently high quality of education for a diverse population of 14,389 students. The central office administrators and staff in the Department of Elementary Schools provide coordinated support for continued school improvement based on MMSD BOE goals and the MMSD strategic priorities.

How We Do Our Work

The elementary principals meet with the Assistant Superintendent once per month.

- Second Wednesday of every month: Operational Meetings take place to discuss day-to-day business and new initiatives within the district and various departments. This meeting begins each month with comments from the Superintendent. SSTs also provide opportunity for principals' professional development and collaboration.
- Principals are divided into three clusters and they attend monthly Professional Development Meetings to focus on School Improvement Planning for all schools, including race and equity, data analysis, planning, and implementing and evaluating initiatives for change.

- Annually: All Administrators Meeting - Focus on districtwide initiatives and information which is critical for all administrators to hear.
- Monthly: The Assistant Superintendent meets monthly with new principals to network, problem solve, and plan for the future.
- Weekly: The Assistant Superintendent meets weekly with the Executive Director of Curriculum and Assessment, the Director of Federal programs, and the Elementary Literacy School Support Team Leader.

Relationships to District Overarching Improvement Priorities

The Department of Elementary Schools is directly aligned with district strategic priorities including the Achievement Gap Plan and all Board of Education goals. Specific strategic priorities and goals are addressed at each school through the School Improvement Planning (SIP) Process so students can be successful learners and progress towards meeting graduation requirements. In addition, specific projects are undertaken each year to assure continued analysis of data and strategic planning for the future.

Following are projects that will continue in the 2013-14 school year:

Focus on Literacy – This is the most important and critical work for our 32 elementary schools. Through a comprehensive professional development plan and the implementation of the Mondo Bookshop Program materials our teaching staff begins or continues deep professional development around literacy. The classroom teacher is the most important variable in closing the achievement gap. Through professional development and the focus of our IRTs on working in classrooms with our staff we will make steady progress.

- 1) **INSTRUCTIONAL RESOURCE TEACHER (IRT) LEADERSHIP FOR IMPROVEMENT PLANNING:** Our principals and IRTs will continue to receive in-depth professional development around literacy. The support for the instructional resource teachers (coaches) is in conjunction with the Department of Curriculum and Assessment, Educational Services, Professional Development and Title I.

Instructional Excellence – Coordinated through the Department of Professional Development, the elementary schools will be starting the Educator Effectiveness Training as part of the Department of Public Instruction’s Statewide Plan. This endeavor provides a framework for reflection and improvement on high quality instruction for *all* students.

Student Support – Principals and teachers daily ensure the safe, respectful, and welcoming learning environment of their schools by the following alignment:

- 2) **RESPONSE TO INTERVENTION AND INSTRUCTION (RtI²):** This year elementary schools attended a four-day foundation training to begin implementing a student intervention system, which allows Instructional Teams and Student Support Teams the capability to analyze student information,

strategize, and develop interventions tried and documented over time to address identified needs of students in engagement, relationships, and learning.

- 3) **POSITIVE BEHAVIOR SUPPORT PROGRAM:** Implement a consistent social emotional program in all elementary schools based on the national research of PBIS.

Community Partnerships – Principals and teachers work in partnership with other departments within the district and with agencies outside the district to engage in strong home and community partnerships which have positive, sustainable relationships. The Assistant Superintendent represents the department in networking with other departments and community resources.

- 4) **SCHOOLS OF HOPE TUTORING PROJECT:** 2013-14 will be the 15th year of our partnership with the United Way on this project. A comprehensive review was conducted in November 2012 which documented positive results for this partnership. Ensuring that each student who would benefit has a tutor is part of our continuing efforts to close the achievement gap in MMSD.
- 5) **AFTER SCHOOL ADVISORY BOARD:** The advisory board was established to assure that all children have the same opportunity to access after-school child care programs within their building and that community resources are maximized through coordination of efforts to provide these services. In addition, a focus on providing after-school tutoring services for select schools
- 6) **PLAY AND LEARN:** The current Play and Learn project will continue to expand through the use of vans providing services to community sites. Coordination of the expansion is in conjunction with the Department of Curriculum and Assessment. The Play and Learn Program Leadership Team will meet monthly to provide direction and analyze the effectiveness of the program. Members of the Play and Learn Leadership Team will include: Assistant Elementary Superintendent, Director of State and Federal Programs, the Preschool Early Literacy Instructional Resource Teacher, the Preschool Early Math Instructional Resource Teacher, and a United Way of Dane County Representative.

Focus Schools – Ten of our elementary schools have been identified by the Department of Public Instruction as Focus Schools. These schools receive additional support, both through MMSD and the DPI to plan, develop and implement school improvement efforts. The Director of Federal Programs oversees this work in MMSD.

Fiscal Responsibility – The Assistant Superintendent is responsible for allocating and monitoring resources to schools. Building principals assign and manage school-based funds and resources to meet the prioritized needs of their students and schools. Grants are generated through combined efforts of school personnel and central office staff.

Board of Education Goals – All of the Board of Education goals are a central focus of principals and teachers at the elementary level. Reading by third grade, high rates of attendance, and laying the foundation for math proficiency are always at the center of student instruction, staff development, and school improvement efforts.

School Improvement Plan (SIP) – Schools develop yearly school improvement plan where they use extensive data around assessment, climate survey, attendance, student achievement and behavioral data to develop priority goals with action steps which the school will focus on during the school year.

Narrative of Budget Changes for 2013-14

ELIMINATE MULTI-AGE K–3 CLASSES – Over the years MMSD has had multi-age classes at every grade level. There have been many positive attributes in the philosophy of multi-grades; one of the most important is the relationship formed over two years of a teacher knowing individual students. The use of multi-age classrooms varied across the district in that some schools used them at each grade level. In other schools they were used as an enrollment management tool (i.e. as a way to balance teacher – student ratio). Clearly, the use of multi-age classrooms results in less allocation needed in the elementary schools.

The changing landscape of our work has placed unprecedented demands on schools and teachers. *The move to Common Core content area standards at every grade level and the increase in rigor has caused us to rethink our use of multi-age classes.* A work group of 14 staff members, including teachers and principals, met as a work group to further think about multi-age classes. Their work was then shared with elementary principals to gather input. While there is not 100 percent consensus that we should eliminate multi-age classes, there is a strong consensus that we should move to eliminate multi-age.

INCREASE CLERICAL SUPPORT TO ELEMENTARY SCHOOLS – As the demands on schools have increased in the past few years, support to schools has been directed toward the classrooms. The result has been less support in elementary school offices. This has resulted in not enough time for the school secretaries to complete everything that is needed. In the last two years, four items have exacerbated this issue: 1) the addition of the security buzzer system which was installed in every elementary school, 2) addition of 4K at some of our sites, 3) high student mobility at some of our sites, 4) transition to complex computer systems such as Munis which take much time to master. This proposal adds 10.0 FTE EA clericals to the elementary schools. It will not fully resolve the problem, but it should provide some support to several of our schools.

RESTORE LEAD ELEMENTARY PRINCIPAL – The current organization at MMSD has all 32 elementary principals under the Assistant Superintendent of Elementary Schools. *Simply stated, as the state moves toward the new Educator Effectiveness program, one administrator is simply not sufficient to effectively support the 32 schools and principals.*

Originally established during the 2001-2002 year this position was eliminated two years ago as part of the Central Office Reorganization. The duties were intended to be partially absorbed by the Director of Select Government Programs. In reality, that has not happened. Over the years, the Lead Elementary Principal has taken on a variety of roles.

ELIMINATE READY SET GOAL (RSG) CONFERENCES – RSG conferences were discontinued in the recent past, but reinstated about four years ago. *It is being recommended for discontinuation to create revenue to move forward with other elementary initiatives.*

RSG conferences are valued by many parents, staff members, principals, and schools. One of the unintended consequences of RSG conferences is the way in which we compensate teachers for their time. Teachers can elect to take compensatory time off (use substitute teachers) or take extended employment, or put it into their personal sick leave count. This year, so far, we have had 672 days of subs in our classrooms. This is disruptive to our students' learning, especially when we have sub positions that go unfilled. We also have many days when sub positions go unfilled which cause a last minute rush for schools and a further disruption of children's learning.

Many schools have an open house or classroom drop-in for families prior to school starting. This allows many parents and children the opportunity to meet the classroom teacher and drop off their supplies. While not a teacher-parent conference individually, it does provide some reassurance to our families and children before the school year starts. Parents who need to share specific confidential information can still request a meeting with their child's teacher.

Major Highlights and Anticipated Challenges:

Highlights

The critical focus on elementary literacy is an exciting move toward alignment of our systems and work across our schools. The professional development values our teaching staff and provides more tools for them to systematically focus on learner needs. ***The literacy work in our elementary schools is our most important work!***

Challenges

The *Changing Landscape of Education* - the implementation of Common Core Standards, our focus on literacy, the Educator Effectiveness, the Smarter Balanced Assessment in 2015, and our work with Response to Intervention places intense demands on our elementary schools. We need to think long term about the initiatives, but continue to make steady progress.

Department of Early & Extended Learning

Background / Information / Description

The Department of Early & Extended Learning is dedicated toward producing high levels of engagement, learning, and relationships for students in all department related programs. The divisions under this department consist of the following:

1. ***Four-Year-Old Kindergarten (4K)***: The MMSD 4K program consists of classrooms at 56 sites, with 33 of those being in Early Care and Education Centers and 23 classrooms in MMSD elementary schools.
2. ***Early Childhood Special Education (ECSE)***: The ECSE program provides special educational services to preschool-age children including itinerant teacher support, occupational, physical, and speech language therapy. Program Support Teachers (PST) in these disciplines conduct initial student evaluations, provide individual staff support on an as-needed basis, and plan and provide professional development for the department. ECSE staff collaborates with other divisions and departments for the provision of related services. Child Find activities are conducted by ECSE staff.
3. ***Summer School***: Summer Learning Academy provides summer learning opportunities for students K-Ready through 12th grade. Math and literacy focus and enrichment classes are offered to kindergarten through 8th grade students who meet specific criteria. High school courses offer credit recovery, first-time credit, elective, and on-line courses.
4. ***After-School Academic Infusion***: Enhanced academic programming is provided for students in after school hours. Professional development and resources are provided to after school staff to support student learning.
5. ***Play and Learn***: The Play and Learn program is a community-based parent education foundational program offered to families with children birth to five years.
6. ***Literacy and Math Professional Development***: Professional learning opportunities are offered to community-based preschool staff on topics of core instructional practices/best teaching practices, the use of appropriate materials/resources, and best practices for literacy and math instruction.

The above-mentioned divisions are staffed by the director, one coordinator, 674 teachers and educational support staff, related service providers, program support teachers, summer school teachers, clerical staff members, and Play and Learn leaders, serving approximately 8,730 students in various programs across the District.

How We Do Our Work

Developing and sustaining quality instruction for high levels of student performance in the Early and Extended Learning programs occurs through the following: (1) sound leadership to ensure

implementation of high quality programs, 2) understanding and implementing research-based core instructional practices, and (3) using student data to guide decision-making and instruction, including continuous assessment of individual learning and group performance.

Communication is key to the success of the department and occurs on many levels within the District and community. The levels of communication include: (1) At the school level, with principals, teachers, support staff, and parents; (2) Cluster support teams level, through each specific school support team and facilitator; (3) The community level, through the Early Childhood Council, 4K Steering Committee, After School Advisory quarterly meetings, Play and Learn community partner meetings; and (4) at the District level, as the five divisions of the department work with schools and other departments to create cohesive coordinated direction and support.

The director of the department provides administrative leadership and oversight of the five above-mentioned divisions/areas. This includes hiring and managing staff, managing budgets, annual report writing, and monitoring of overall continued implementation of programs to ensure quality and effectiveness. An element of this leadership is regularly held meetings with stakeholders, which includes the following:

- Monthly meetings to provide updates, and professional development sessions for 4K and ECSE staff on topics of core instructional practices, use of standards and curriculum, and assessment.
- Quarterly meetings to provide updates, and professional development sessions for ECSE staff on topics specific to special education.
- Weekly meetings with Program Support Teachers (PSTs), and Pre-School Instructional Resource Teachers to discuss on-going implementation of high quality programming to support students and staff.
- Monthly meetings with Play and Learn leaders to provide updates and monitor implementation and quality of programming; bi-weekly staff meetings are facilitated by the department coordinator.
- Meetings with MMSD departmental staff to plan and implement all aspects of summer school (Curriculum and Assessment, Building Services, Human Resources, Principals, Materials Coordinator, Guidance Counselors, Budget and Accounting, Transportation, Food Service, MSCR, Professional Development).
- Regularly scheduled meetings with summer school principals during weeks of programming to monitor implementation of high quality instruction and support for students (includes literacy coaches, behavior support interventionists and coaches).
- On-going communication with MSCR After-School Program Coordinator to monitor implementation of math and literacy academic support in after school programming.
- Bi-monthly 4K Advisory Committee meetings to provide updates to program and foster continued community partnerships.
- Quarterly After-School Advisory Committee meetings to monitor after school programming, including partnership with private providers.

Relationships to District Overarching Improvement Priorities

The role of the Early and Extended Learning Department is critical to closing the achievement gap and preparing all students for the 21st Century. Research tells us that over 50% of the achievement gap between lower and higher income students is directly related to unequal learning opportunities over the summer (Alexander et al., 2007). In addition, providing children with early interventions promotes success later in school (Coghlan et. al., 2009). The following are examples of the role that Early Learning plays in the Building Our Future Plan and the MMSD priorities to close the achievement gap: (1) provide access to high quality early learning experiences before entering kindergarten, (2) develop strategic programs and community partnerships (e.g., Early Childhood Community Council, Play and Learn, K - Ready summer school, and 4-K), (3) develop screening and assessment processes, along with flexible instruction, based on student strengths, (4) provide pre-K student services intervention team for 4K students along with RTI2, (5) utilize an interdisciplinary team approach for early childhood special education service delivery for students in the least restrictive environment (LRE), (6) provide after school academic program materials, professional development and learning (PDL) for staff and after school program models, (7) provide instruction based on the Wisconsin Model Early Learning Standards in pre-kindergarten to ensure that instruction and interventions are rigorous, and (8) provide community pre-school staff with PDL in early literacy and math instruction, (9) ensure parent engagement in students' education. There is a strong correlation between successful pre-k experiences and overall successful educational experiences, K-12 and beyond. Early and Extended Learning opportunities provide valuable time and instruction for students to receive additional practice to support attendance, positive behavior, growth and achievement.

Effectiveness / Evaluations

Phonological Awareness Literacy Screening for Kindergarten (PALS-K) data: When controlling for demographic differences, students who attended 4K in MMSD have significantly higher kindergarten PALS-K scores and are significantly less likely to be below grade-appropriate benchmarks relative to students who did not attend 4K in MMSD. Students attending 4K in MMSD are more likely to be students of color, from low-income families, and from families with lower education levels relative to those not attending 4K in MMSD. Because 4K in MMSD appears to have a positive effect on kindergarten literacy and because MMSD 4K programs serve a disproportionate number of students from traditionally low-performing groups, 4K shows promise in closing achievement gaps (for more detailed information please see full report dated 1-2-13).

Early Childhood Special Education data: With implementation of the new pre-K team and RTI² practices, referrals for special education at the early childhood level are lower and those referrals received are more likely to be appropriate and result in special education placement. Overall this school year, as of March 2013, there were 153 referrals for special education evaluations compared to last year, March 2012, in which there were 196 referrals (source: pre-K CCIES data).

Extended Learning Summer School (ELSS) data: Overall, the 2012 summer school program served 4,976 students at 10 sites across the city of Madison. The MSCR afternoon programs served over 2,176 students, K-Ready through 8th grade. This represents approximately 77% percent of the students enrolled in ELSS. The Enrichment program, kindergarten through 8th grade, served a total of 1,216 students. The high school program served a total of 1,525 students, with 68 students having completed their graduation requirements at the end of the summer.

Summer School Hanover Qualitative Report: The following is the results of surveys that Hanover Research administered to four populations who were involved in Madison Metropolitan School District's (MMSD) 2012 summer school program: students, parents, teachers, and administrators. This survey was intended to gauge the perceptions of these four populations regarding the effectiveness of the MMSD summer school program. A total of 238 respondents participated in at least part of the survey:

Students:

- A majority of participating students attended Memorial High School for summer school in 2012 (59 percent). Nearly all of the students indicated that they did not take online courses (91 percent), and a large majority said that summer school was very different or somewhat different from regular school (82 percent).
- Most students strongly agreed or somewhat agreed that "The summer school course(s) I took helped me learn" (69 percent). This was supported by several students listing academic activities when asked about the summer school activity they enjoyed most. However, academic activities were also the most common response regarding the activities students enjoyed least.
- Students, parents, and teachers all remarked on the heat of the summer, and how it made for a difficult learning environment for students, as well as a difficult teaching environment for teachers. Several students suggested having summer school in a location with sufficient air conditioning or fans.

Parents:

- Nearly three-quarters of the parents had children who attended summer school at the elementary/middle school level (72 percent). Of the parents who had children participate in the elementary/middle school level, nearly half said their child participated in the Enrichment program (49 percent). A majority of parents said their child participated in the summer school program prior to 2012 (61 percent).
- Open responses indicate that parents were generally satisfied or very satisfied with the summer school program. When asked for their level of agreement with the statement "I would recommend summer school to another parent," a large majority of parents said that they strongly agree or somewhat agree (77 percent). However, like students and teachers, parents remarked on the necessity of air conditioning, and 30 percent of parents were at least somewhat unsatisfied with the physical environment of summer school. They also suggested increased communication between the school and parents.
- Parents were least likely to say that they strongly or somewhat agreed with the statement, "My child's behavior changed for the better as a result of summer school" (42 percent). Parents

were asked to provide comments regarding changes in their child's behavior that they associated with summer school, and the most common responses referenced the increased confidence their child gained from their summer school experience and the effort they put into summer school.

- Parents indicated that they were most satisfied with the qualification and enrollment process, with 41 percent saying they were very satisfied, and 25 percent saying they were somewhat satisfied. Parents were least likely to say that they were somewhat or very satisfied with the food service and the MSCR afternoon programs. However, parents were also most likely to respond "don't know/NA" to food service and MSCR programs, suggesting that for most parents, these may not be crucial issues.

Teachers:

- A large majority of the responding teachers said they taught summer school in 2012 at the elementary/middle school level (85 percent), and 46 percent taught literacy. Of the teachers who taught at the high school level, most taught at Memorial High (64 percent).
- Teachers were most likely to say they strongly agreed (39 percent) or somewhat agreed (25 percent) with the statement "I was satisfied with the summer hiring process." Teachers were least likely to agree with the statements, "My expectations for parent involvement were met," and "Professional Development Week prepared me to teach summer school."
- The teachers were asked to name the best aspect of summer school, and the most common responses referred to their students. Teachers enjoyed seeing their students from previous years, meeting new students, and seeing the enthusiasm many of the students had for learning in the summer classes. However, several teachers also noted that the poor behavior of some students had a negative effect on the summer school experience of teachers and other students. Again, teachers, students, and parents all expressed the need for air conditioning.

Administrators:

- Only six administrators participated in the survey, so very few conclusions can be drawn from their responses. Most of the administrators served at the elementary/middle school level.
- Most of the administrators agreed with the statement, "I was satisfied with the instructional and curricular support I received" (n=3). However, none of the administrators agreed with nor were neutral regarding the statement "My expectations for student success were met." In their open responses, the administrators generally praised the work of the staff over the summer, and said that there needs to be more control over student behavior.

Summer School-Hanover Quantitative Report: In the fall of 2011, Hanover Research examined the effectiveness of the 2010 Extended Learning Summer School (ELSS) program. The results of the Hanover analysis was somewhat mixed. While English and math grades did improve the year after the intervention, this did not necessarily translate into higher standardized test scores. In fact, the

breakdowns of pre- and post-intervention WKCE scores are remarkably similar. However, students who performed poorly on these tests prior to the intervention were more likely than their non-participating counterparts to see their scores improve.

Key Findings of the research:

- Males, non-whites, LEP learners, Special Education students, students from low-income families, and students who have parents who do not hold college degrees were more likely than their respective counterparts to have attended the program.
- Among students who attended the program, pre- and post-intervention WCKE scores were essentially identical, indicating that the program did not necessarily lead to dramatic increases in test scores. In fact, the pre- and post-intervention score breakdowns were quite similar. This was true of both the reading and math exams.
- When confining our analysis to students who received a score of 1 on the WKCE exams in 2009-10, Hanover found that ELSS students were more likely than their counterparts to receive a higher score the following year. This was particularly true of the reading exam.
- The average GPAs of students who attended the program improved slightly the year after the intervention. It should be noted, however, that this difference was not statistically significant.
- The reading proficiency level scores of students who attended ELSS were slightly higher after the intervention. Scores in the Math Facts category also exhibited significant improvement the year after the intervention.
- Based on the analysis, English grades improved the year after the intervention, as more students received A's and B's the year after attending the program. This was also true of math grades.
- The results obtained from the regression analysis models were inconclusive. When combining the data of all students, ELSS participation seemed to have little to no effect on test scores the subsequent year (when controlling for other potentially influencing factors). However, the program did seem to have a more dramatic impact on students who performed poorly prior to the intervention.

After School Academic Infusion, Extended School Day Data: In the 2010-11 school year, math “tool kits” were created for every Community Learning Center grant (CLC) schools to better prepare after-school staff with readily available resources and professional development so that staff could better support students during the after school hours. In 2011-12, the focus was on literacy. Experienced teachers provided professional development in the areas of Daily 5, Word Work, and Read Alouds. For the 2012-13 school year, math and literacy professional development opportunities were provided throughout the school year to all after-school staff, including site directors. Once again, experienced teachers provided professional development on the literacy topics above as well as the math topics of: how to best use the math “tool kit,” math homework, fact fluency and subtractive thinking, and math vocabulary. Approximately 60 staff members attended each professional development opportunity.

Narrative of Budget Changes for 2013-14

The Summer Learning Academy budget has been approved by the Board of Education. The summer school program has grown over the last three years. Teacher experience, class size and quality of instruction are important to appropriately meet the needs of students as a means to begin to close the achievement gap. To best address the achievement gap, the recommendation of this 2013 model is to: (1) Expand student enrollment up to 200 students, (2) focus on quality of instruction, (3) increase the lowest paid teacher's weekly pay, and (4) maintain lower class sizes.

Teacher pay for summer 2013 will be increased for the lowest paid teachers at Tier I. Eighty-four percent of teachers are in Tier I and will be moved to Tier II which increases their weekly pay from \$409.00 to \$472.00 per week. Increased teacher pay will increase the number of experienced MMSD teachers hired for summer school and raise the quality of instruction and reduce dependence on substitute teachers.

After School Academic Expansion -- a proposal has been submitted as a budget addition to provide after-school academic instruction as part of the achievement gap plan. Madison Metropolitan School District (MMSD) After School Academic Expansion to Address Achievement Gap (Building Our Future Plan Chapter 1, # 3). This budget addition is to expand academic instruction provided to students in the after school hours at schools that are not currently funded through any other source. The schools would include Orchard Ridge, Schenk, Thoreau, and Lowell. As part of the district-wide effort to address the achievement gap, after-school hours would be utilized to provide students who are performing below grade level with additional academic instruction in literacy and math. Students who received below proficiency in math or literacy on their 4th quarter report card and/or were referred for summer school will receive one hour of intense focused instruction in math and literacy, taught by an MMSD teacher, three times per week throughout the school year. This supports the district efforts of learning options offered to students and families to aid in closing the achievement gap. The cost per site is \$28,466 with Title I schools providing \$14,000 each in Title I funds bringing the cost to \$14,466 per site; therefore the total for 4 school sites is \$57,864.

Major Highlights and Anticipated Challenges:

Highlights

1. **Four Year Old Kindergarten (4K):** The Director of the Department of Early and Extended Learning holds responsibility for direction and oversight of the 4K program. There are 23 model I 4K programs at elementary school sites, 33 model III 4K programs, and 2 model II at ECCE center sites. There are 1,910 students attending 4K in the MMSD in the 2012-13 school year.
2. **Early Childhood Special Education and Child Find:** The Director of the Department of Early and Extended Learning holds responsibility for direction and oversight of the EC program, including Child Find and screening activities. The District's Early Childhood Special Education Program served approximately 400 pre kindergarten students for the 2012-13 school year, ages 3-5, receiving a variety of special education supports. Early Childhood staff (itinerant and school-based) provides an

array of special education services to children identified with a disability including: early childhood special education, speech/language therapy, occupational therapy, physical therapy, and vision and hearing. Special education service options/environments for pre kindergarten students with disabilities include: community preschools, homes, community Play and Learn sites, playgroups, Early Learning Session classrooms, and a phonology classroom.

Implementation of a more comprehensive Child Find Screening Model for the 2012-13 academic year includes: diligent outreach to health care providers, community partners, preschools and child care centers; increasing MMSD Screening options (schools on both sides of town, preschools/child care centers, family homes); and increasing frequency of MMSD Screening opportunities (i.e., weekly vs. monthly). As of March, 2013, approximately 115 pre-kindergarten children have been screened using the Ages & Stages Questionnaire (ASQ-3), with outcomes including the ability to share developmental information and “next steps” with families for children developing typically or, as needed, discussion regarding a referral for a special education evaluation.

The Madison Area Early Childhood Council continues into its third year. The EC Council is facilitated by the director and 2 MMSD EC Program Support Teachers and meets quarterly with a group of community stakeholders. Goals currently being worked on include: 1) Development of a comprehensive school/community resource guide for families of young children; 2) Development of a consistent and coordinated developmental screening method/s which will include a decision tree for children who do not appear to be developing typically in all areas; 3) Increase knowledge and understanding of typical early childhood development and provide relevant professional development through the creation and management of a local Early Childhood speaker’s bureau.

The Early Development Support Team (EDST) was implemented in 2011-2012 to provide 4K Early Care and Education Centers with support, consultation and problem-solving similar to an MMSD Student Support and Intervention Team (SSIT). Parents, regular education 4K teachers, Early Childhood Center Directors, and MMSD support staff comprised these problem-solving teams. Department PSTs, under the Director’s leadership, developed a system to lower special education referrals by implementing the RtI framework. Children are screened and PSTs support children in their natural environment as Tier II intervention before making a referral for special education.

3. **Summer Learning Academy:** The Director of the Early and Extended Learning Department holds responsibility for direction, implementation, and oversight of all aspects of the MMSD summer school program. In 2012, the District provided a comprehensive Extended Learning Summer School (ELSS) program, Kindergarten Ready (entering kindergarten) through 8th grade, at eight sites. Each site had a principal, professional librarian available, breakfast and lunch served, and MSCR offered afternoon recreation options to students. Specific programs such as bilingual classes, English as a Second Language (ESL) classes, and 8th grade promotion classes were offered at some of the sites. At the high school level there were two sites which offered a catalog of courses. The academic program served 2,873 students. This represents an increase of 321 students from the previous

summer. The Enrichment program served 578 students, plus an additional 48 Extended Learning Summer School (ELSS) students. This represents a decrease of 14 students served in the Enrichment program. This decrease was attributed to a change in the Enrichment Model. In previous years, Extended Learning Summer School (ELSS) students who only needed math or literacy were put in large classes called “Sports of All Sorts” and “Games of All Names”. In 2011, a change was made to provide more equitable access for Extended Learning Summer School (ELSS) students by having them attend Enrichment classes that were offered to all MMSD students.

At the end of the 2010/11 school year, there were 51 fourth graders and 65 eighth graders who did not meet promotion criteria. This is an increase in fourth graders and eighth graders not meeting promotion criteria from the previous year. At the end of 2011 summer school, 91% of the fourth graders and 93% of the eighth graders successfully completed promotion classes.

The MSCR afternoon programs served over 2,300 students, K-Ready through 8th grade. This represents approximately 74% of the students enrolled in ELSS. The Enrichment program, kindergarten through 8th grade, served a total of 626 students. The high school program served a total of 1,598 students. Eighty-nine students completed their graduation requirements at the end of the summer.

The primary purpose of summer school is to provide more time and access to the core curriculum (literacy and math) for those students who either through lack of perseverance or opportunity to learn, did not meet grade level standards as measured by report cards. Secondly, summer school provides a benefit to those students who experience the greatest summer learning loss due to the lack of engagement in educational activities in the summer months.

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

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

Improvements for 2013 include:

- Changing the name of the comprehensive program to Summer Learning Academy to reflect the positive aspects of the learning opportunities offered to the community
- Increasing teacher pay to attract more MMSD staff members and highly qualified teachers
- Using Mondo and AIMSweb
- On-line student enrollment system
- Increasing secretary hours to full-time to ensure safety
- Principal and secretary binder
- Additional resources for schools (fans, hall passes, water bottles)

4. **Play and Learn Program:** The Director of the Early and Extended Learning Department holds responsibility for direction, implementation, and oversight of the Play and Learn program. The Play and Learn program serves approximately 300 families in the Madison community. There are 13 sites throughout the city, with 25 session times available for families to attend the program. Parents As Teachers is used as the foundational curriculum, in addition to the Creative Curriculum. An additional session was recently implemented for young mothers attending classes through ARC House.

5. **Afterschool Academic Infusion:** The Director of the Early and Extended Learning Department holds responsibility for oversight and continued collaboration with the MSCR After School coordinator to ensure the infusion of math and literacy academic support into the current MSCR after school program. The following are main highlights:
 - Math, literacy, and “homework help” professional development offered to after-school staff
 - Additions to Literacy Toolkit
 - Continued use and professional development to support the Math Toolkit
 - Number development professional development

6. **Launching into Literacy and Math Community Professional Development:** This division provides community professional development in the form of launching into literacy and math for preschool providers. In addition, this division provides 4K teacher professional development, program logistics (e.g., furniture, material, room set up, grading, enrollment, outreach, marketing, parent outreach, etc.) to support the implementation and quality of the 4K program.

The Launching Into Literacy and Math initiative has been offered to preschool staff in the Madison community for several years. It continues to be a popular and highly successful professional development opportunity and has a significant impact on core instructional practices both in MMSD programming and early childhood programming in the community. The following are key highlights:

- Developed the Four Year Kindergarten Summer Institute
- Provided monthly professional development to the 4K program teacher
- Provided community professional development through Launching into Literacy and Math

Challenges

1. **Four Year Old Kindergarten (4K):** Continue to increase kindergarten readiness for all students to have a successful 5K experience and beyond.

2. **Early Childhood Special Education and Child Find:** Continue to reduce the number of special education placements due to inappropriate referrals, causing the over-identification of students as having disabilities. Based on the large amount of children seen at Child Find Screening for

developmental speech sound production issues (78/104 scheduled screenings), a recommendation for the 2012-2013 school year, is to incorporate the “ACT on Speech Sound Development Home Program” (developed by the Eau Claire Area School District) into the MMSD Child Find/Screening process, as one option for families to support their child’s speech sound development.

3. **Summer Learning Academy:** Implement the Summer Learning Academy (SLA) 2013 program with a focus on quality instruction, lower class size, and higher teacher pay to reduce the achievement gap.
4. **Play and Learn Program:** Strategically placing sites to best meet the needs of the community and outreach efforts to families to maintain consistent attendance.
5. **After School Academic Infusion:** Gain approval for funding for After School Academic Expansion proposal to address the achievement gap as a part of the Building our Future Plan, Chapter 1, Part #3.
6. **Launching Into Literacy:** In collaboration with community partners, continue to develop 4K professional development which strengthens instructional core. Create and implement professional development on the 4K benchmarks and student progress monitoring systems. Provide support to 4K schools and early childhood education and care centers for response to intervention systems.

Department of Secondary Schools

Background / Information / Description

The Department of Secondary Schools oversees the operations of middle and high schools, the implementation of a \$5.3 million grant from the U.S. Department of Education, high school Coordinators for Student Engagement, AVID/TOPS, Interscholastic Athletics and the high school Youth Options Program. The Department is made up of the following:

Assistant Superintendent – Secondary Schools

Assistant Superintendent Secondary Education

Middle Schools

Middle School Operations

High Schools

High School Operations

Athletics

Office of Athletics

District Athletic Directors

AVID/TOPS

District AVID Director

High School AVID/TOPS

Middle School AVID

Secondary Building Support

How We Do Our Work

Secondary Principals – A Professional Learning and Support Community

Principal Leadership

- One Monthly Meeting
 - Professional Learning
 - Implementation of school organization models such as:
 - Adaptive Schools

- Common Core State Standards
- Common Assessments and K-12 Alignment
- Educator Effectiveness
- Operations – Coordination and Management of Systems
 - Inclusive Environments – Universal Design
 - EPAS
 - Multi-Tiered System of Support
- School Improvement
 - School-Wide Improvement Plans (SIP)
 - AdvancED Accreditation (high schools)
 - AVID Certification
- Management Performance Agreements (AGA) for principal
- Monitoring of individual student outcomes/behavior

Assistant Principals

1. Monthly Meetings
 - Assistant Principals (middle and high school) meetings
 - Code of Conduct
 - Instructional Leadership
 - Curriculum Companion
 - Multi-Tiered System of Support
 - Positive Behavioral Interventions and Supports

Under the Department of Secondary Schools, the middle and high schools in the MMSD are structured to provide consistent, high quality learning, engagement, and relationship opportunities for a diverse student population of over 12,700 (2012-2013 3rd Friday Enrollment Count). There are:

- Twelve middle schools
- Four Comprehensive high schools
 - One Alternative High School

The goal is achieved by:

- Strong, consistent and distributed school-wide leadership
- Understanding and implementing best practices
- Using data to guide decisions – especially the continual assessment of individual learning and group performance
- Participating in district initiative design, ie., Curriculum Alignment, Danielson Model for Teaching, Educator Effectiveness, Balanced Assessment
- Collaborating at key levels of organization:
 - At the school level among principals, teachers, support staff, students, and parents

- At the leadership management level by becoming a professional learning community with other departments
- At the school-site level developing collaborative learning communities composed of teachers, assistant principals, counselors, learning coordinators, and other student services
- Working with other district-wide departments

We develop our capacity to do this work through focused professional development in such areas as:

- Data retrieval, analysis and the Data Dashboard
- Culturally Relevant Pedagogy
- The impacts of homelessness and poverty
- Special Education, English as a Second Language/Bilingual, and inclusive educational practices
- Behavior, Abeyance, Restorative Practice
- Positive Behavioral Interventions and Supports
- Teacher as Instructional Leader
- Adaptive Schools

Assistant Superintendent for Secondary Schools

- The Assistant Superintendent holds responsibility for the general direction and oversight of all middle and high schools' instructional functions:

High School and Middle School Cluster Support

Athletics – Secondary Schools

- Four athletic directors – two administrative and two MTI members
- Problem solve with the four district athletic directors
- Coordination of Athletic Departments, Interscholastic competition and district budget
- Data reports/schedules/reservations and payrolls
- Monitor compliance of conference and WIAA rules, regulations & policies
- Evaluation design for head coaches

Coordinators of Student Engagement

One at each high school (4)

AVID/TOPS

1.0 FTE District Coordinator

Relationships to Strategic Plan

Instructional Excellence: There is ongoing analysis of data, best practices, standards, and student achievement. Middle School Design focused on academic rigor and high schools on the study of district-wide high school reform. Both efforts included work on inclusion and ELL programming. Design and implementation of a standards based report card at the middle school level has occurred. District-wide implementation of ACT EPAS system.

Student Support: Continue to align instructional design K-12. Expansion of AVID to the middle schools.

Staff Effectiveness: Ongoing professional development, collaborative practices, and supervision and evaluation of target staff effectiveness. Focused staff development with middle school learning coordinators.

Home and Community Partnerships: This office works in partnership with UW-Madison's PEOPLE program, the United Way Schools of Hope, MATC's pre-collegiate program, and tutoring programs with the U.W., Edgewood, MATC, Boys and Girls Club and Centro Hispano, Teens of Promise (TOPS) Boys and Girls Club of Dane County.

Effectiveness / Evaluations

There is a yearly school improvement process used by schools to determine needs and to set goals based on data. School principals meet with the Assistant Superintendent two times a year to review progress.

Athletics:

- Effectiveness: Measured by the number and demographics of athletes currently participating. Reports of participation are summarized at the end of the fall, winter and spring sports seasons.
- Consistent application of the MMSD Athletic Code
- Adherence to WIAA rules and regulations.

Major Non-Salary Expenditures

Graduation: \$51,419

Middle Schools

The division of middle schools is composed of 11 schools grades 6-8 which service over 5,153 students.

Major Division Highlights and Anticipated Challenges:

Highlights:

- Expansion of AVID at each middle school
- English Language Arts Curriculum Alignment
- Implementation of a Multi-Tiered System of Support

Challenges:

- Diminishing resources including a 2.5% decrease in supply budgets as recommended by the Superintendent’s Budget.
- Maintaining proper staffing to implement a Multi-Tiered System of Support and Electives

High Schools

There are four large, comprehensive high schools that support a student population of over 7,100.

Major Division Highlights and Anticipated Challenges:

Highlights:

- REaL Grant Implementation.
- Implementation of the ACT’s EPAS system for ongoing assessment.
- Youth Options
- AVID/TOPS
- Progress in developing a Guaranteed and Viable Curriculum in English and Math

Challenges:

- Decrease of 2.5% in supply budgets as recommended by the Superintendent’s Budget.
- Sustaining the REaL Grant.

Athletics

Division Information - Athletics

Provide and coordinate competitive WIAA athletics in conjunction with the athletic directors at each high school.

Challenges

Our facilities need to be upgraded and have the proper maintenance allocated. In some sports, we have teams unwilling to compete at our facilities due to dangerous playing surfaces. The Assistant Superintendent of Secondary Schools has requested special line item from the District maintenance budget to begin addressing a list of facilities priorities generated from the Athletic Directors. Special priority will be placed on safety.

Major Non-Salary Expenditures

- \$30,096 for contracted services for the athletic trainers at each school (plus \$30.41 an hour for each event worked.)
- \$60,000 for ice time for boys' hockey

Budget Changes

None.

Background / Information / Description

The Department of Curriculum & Assessment encompasses 11 divisions. The 11 divisions research and develop instructional practices in curriculum, instruction and assessment, work with instructional leaders to embed those practices into MMSD instructional designs and service delivery systems, and provide professional development so administrators, teachers and instructional leaders can fully implement and sustain effective systems and instructional practices. Research and data are integral to this department's work as these are the tools that ground systemic change, professional development and continual improvement.

The work of the department is targeted to creating systemic change and providing support to schools that improves curricular alignment, rigor and equity (and, concomitantly, student achievement) across the entire school district. The Department of Curriculum & Assessment is made up of the following:

1. Curriculum & Assessment, Office and Operations
 - Curricular Program Review and Renewal
 - Curricular Review of Learning Materials
 - Standards-Based Reporting Systems (i.e. report cards)
 - Advanced Placement
 - Madison Virtual Campus (MVC)
2. Assessment
3. Career and Technical Education
4. Fine Arts
5. Instructional Technology
6. Library Media and Informational Technology
7. Mathematics
8. K-12 Literacy/Reading/Language Arts/English
9. Physical Education, Health, Wellness and Stress Challenge
10. Science and Environmental Education
11. Social Studies
12. World Languages

How We Do Our Work

The work of the Department of Curriculum & Assessment is accomplished primarily through interaction with school-based instructional leaders, teachers and administrators. In collaboration with central

office, teachers serve on leadership committees facilitated by Curriculum & Assessment staff to identify and implement research-based curricular materials and assessment practices that improve student achievement. Teachers and administrators attend professional development sessions facilitated and conducted by Curriculum & Assessment staff in collaboration with the Departments of Professional Development, Educational Services, Equity & Diversity, Early and Extended Learning, Office of Multilingual and Global Education, Response to Intervention, Talented & Gifted, Student Services and State and Federal Programs so they can implement and support the research-based curricular practices in classrooms across the district. In addition to working with the Assistant Superintendents' Offices of Elementary and Secondary Education and school-based administrators and teachers, Curriculum & Assessment Department staff collaborates regularly with all Central Office Departments and Divisions to ensure students with special educational needs, students who are English language learners and students who require additional challenge have opportunities to learn standards-based curriculum. Curriculum & Assessment Department staff also work with the Research and Evaluation Services Division on district-wide assessments, project and program evaluation.

The Executive Director meets weekly with the Assistant Director for Assessment, Coordinator of Career and Technical Education, Coordinator of Fine Arts. These meetings provide an opportunity to brief the Executive Director on the major issues facing their divisions and areas of responsibility and provide for continuity in leadership, decision-making and support to the schools. The Executive Director also serves as a member of Management Team, Core Instructional Alignment, and Board Liaison Team.

Curriculum & Assessment Cabinet consists of administrators and teacher leaders in all divisions. Cabinet meets once a month to develop and coordinate comprehensive instructional planning across all divisions and grade levels. Department meetings are held quarterly and focus on shared learning among and within all departments in central office.

Relationships to District Overarching Improvement Priorities

The Curriculum & Assessment Department has direct responsibility for the Curriculum strategic objective of the 2009 Strategic Plan. The priorities included in this plan are:

- Accelerated Learning
 - Improving rigor, consistency and access in K-12 course sequences
 - Aligning curriculum, instruction and assessment to the Common Core State Standards and the ACT College and Career Readiness Standards
 - Improving K-12 learning through the development of district-wide content-specific scope and sequences
- Assessment
 - Developing and supporting implementation of a consistent K-12 Balanced Assessment Plan
 - Examining external assessment tools to help inform curriculum and instruction

The Curriculum & Assessment Department provides leadership and staff support to the “Building our Future” Plan, including:

- Chapter 1, # 1 – Literacy: Ensure All K-12 Students are Reading at Grade Level
- Chapter 2, #8 – Prepare All for Life After High School
- Chapter 2, #9 – Implement ACT Test & Prep

Effectiveness / Evaluations

The effectiveness of the Curriculum & Assessment Department is measured in the following areas:

- Alignment of curriculum, instruction and assessment to Common Core State Standards, existing state standards and pending national standards (Next Generation Science Standards, College, Career and Civic Life (C3) Framework and the National Core Art Standards)
- Development, implementation and support of an MMSD Balanced Assessment System that aligns with the Smarter Balanced System
- Development and implementation of research and standards-based core instructional practices in all content areas to serve as Tier 1 for a Multi-tiered System of Support and Response to Intervention
- Provide systemic and coordinated professional development that provide both a sound instructional framework across content areas and strengthens pedagogical knowledge within the content areas
- Improvement of equitable student access to high quality core instruction through the creation and sustainability of consistent district-wide instructional systems
- Review, select and purchase of district-wide learning materials to support district-wide equitable access to high quality, standards- and research-based curricula and instruction

Narrative of Budget Changes for 2013-14

The major change in budget for Curriculum & Assessment has been the re-allocation of resources to strengthen K-12 mathematics. Funding has been targeted toward increased support of the School Support Teams to ensure mathematics Instructional Resource Teachers are represented on all five teams. A K-12 Mathematics administrator position has been created in addition to increasing funding for professional development. These changes are required in order to provide district leadership and staff support commensurate with the demands of ensuring all students are prepared for college and career in the era of Common Core State Standards, Smarter Balanced Assessment and a Multi-tiered System of Support.

Major Highlights and Anticipated Challenges:

Division Information – Assessment

Highlights

- Successful implementation of the ACT with Writing to all juniors district-wide

- Through the use of a cohort model, provided professional development for all elementary schools in the use of AIMSweb for benchmarking and progress monitoring
- Implemented the PALS-K reading readiness assessment at kindergarten
- Supported roll-out of the state's School Report Cards

Challenges

- The effective use of data to inform/improve instruction continues to be a challenge
- Streamlining the district assessment plan to eliminate overlap with assessment purposes
- Resources – both time (administration, time away from teaching, and professional development) as well as financial (cost of tests and cost to support professional development).

Division Information - Career & Technical Education

Highlights

- Formalized partnership with Greater Madison Chamber of Commerce and marketed Youth Apprenticeship to local businesses to employ MMSD students.
- Two Career and Technical Education Supervisors hired using a .5 FTE for each high school to focus on the expansion of career exploration opportunities for students.
- Business partnerships have been established and serve on advisory boards for Health Care, Business, Culinary, Early Childhood Ed and Marketing.
- Professional development for Career and Technical Education staff on use of Career Cruising, advisory teams, financial literacy for students, career guidance, Youth Apprenticeship Program, certifications for students and horizontal alignment of courses.
- Increased number of students earning industry credentials and certifications and students in CTE have opportunity to earn National Career Readiness Certificate.

Challenges

- Career Academies can play a role in school improvement efforts. Career academies engage a cohort of students and staff in a smaller learning community built on a foundation of rigorous college-prep academics and career and technical education. These programs integrate relevant career themes across the curriculum, engage business and industry leaders in the education process, and as a result, drive student academic achievement.
- Alignment of curriculum guide to career cluster model has been difficult to establish. This work will begin this summer with counselors.
- Individual learning plans have not been implemented.
- 9th grade students have not taken Gallup StrengthsFinder and 9th grade teachers are not using assets-based model from Gallup in classrooms due to lack of PD.
- Course offerings for dual credit are limited due to minimal advanced course offerings in high school.
- Implementing and offering CTE courses that meet Wisconsin DPI crosswalks for core academic credit.

- Finding employers willing to hire high school students in engineering, information technology, veterinary technology and health care.

Division Information – Fine Arts

Highlights

District-wide

- Overture Center for the Arts continued the Arts Education Initiative during the 2012-13 school year through a generous grant from the National Endowment for the Arts. The program included training with Lincoln Center Institute trainers.
- The K-8 Equitable Arts Access program is in its second year. Funding from the Fine Arts Task Force was made available to each elementary and middle school for use toward their designated residency category: Dance Experience, Open Arts Experience, and Opera for the Young.
- Partnerships and relationships that continue to develop are the Greater Madison Jazz Consortium, Madison Symphony Orchestra “Link Up” program, SMART Project (Chazen Art Museum/Madison Museum of Contemporary Art) and Edgewood Art and Theater Departments.
- In March 2013, the Madison Metropolitan School District, City of Madison, and Overture Center for the Arts have formally applied to the Kennedy Center in Washington D.C. for consideration to become the next ***Any Given Child*** city in the United States. The primary goal of the Kennedy Center's ***Any Given Child*** program is to assist communities in developing a plan for expanded arts education in their schools ensuring access and equity for all students in grades K-8.

Elementary

- In June 2012, the District entered into a partnership agreement with VH1 Save the Music Foundation, Yamaha Corporation, and the Wisconsin Center for Music Education that will place Yamaha *Music In Education* keyboard labs and curriculum in all MMSD elementary schools over an anticipated 8-10 year period. The Madison Community Foundation awarded the Fine Arts Division with a grant that will pay for two of the first five labs in a matching grant arrangement with VH1 Save the Music Foundation.
- Monday early release professional development continues to be offered to all elementary music and visual arts teacher focusing on core practices in music and art, student learning, and disciplinary literacy.
- Ten elementary school art programs participated in an art exhibit called “Jazz Inspiration” during the Tia Fuller jazz residency in October 2012.

Middle and High

- Middle School students participated in an afternoon jazz improvisation performance by Tia Fuller at Wright Middle School as part of a generous grant from the John and Caroline Peterson Charitable Foundation and with support from the Madison Music Collective.

- The Wisconsin School Music Association continues to sponsor the annual District Solo/Ensemble Festival which was held in March 2013. This festival allows students to play a complete piece of music from a pre-approved list based on level of challenge, and students are assessed by an adjudicator using a rubric system of evaluation. We have seen an increase in entries over the last three years. In 2011-12 there were 576 entries from grades 6-12; in 2012-13 there were 677 entries from grades 6-12.
- High school department chairpersons for both music and visual arts have met during the 2012-13 school year at Overture Center for the Arts each month. These monthly meetings address district priorities and how they relate to arts education, literacy across the content areas, culturally and linguistically relevant practices, and equitable access to the arts for high school.

Challenges

- Access to arts education courses at the high school level continues to be a challenge as more requirements are placed on students in other areas. We need to have discussions about how the district will allow access to high-quality sequential courses in the arts that prepare students for college, career, and life.
- Equitable resources for the arts education across the K-12 classrooms will continue to be a focus of the Fine Arts Division during 2013-14.
- The draft National Core Arts Standards are scheduled to be released in June 2013 for review, and it will be a critical focus for the Fine Arts Division to follow state and national dialogue and decision-making around the adoption of these Core Arts Standards. The alignment to the Common Core Standards is part of the work at the national level, so it will be critical for us to determine next steps for the Madison Metropolitan School District Fine Arts programming in relation to adoption or any other direction that the Wisconsin Department of Public Instruction will take with standards decisions.

Division Information – Instructional Technology

Highlights

- Preparations are in process to expand student access to online learning through Madison Virtual Campus
- MMSD implemented Typing Pal, a new keyboarding application for students in grades 4-8
- Developed improved teacher materials on the website
- Collection of student and teacher technology literacy data
- In collaboration with Technical Services and Library Media, completed the District Technology Plan
- Provided coordination and collaboration with elementary REACH teachers and Library Media Services to improve curricula and instruction around instructional technology

Challenges

- As the Common Core requires a greater level of instructional technology, MMSD strives to improve staff technology literacy through professional development and school-based support.
- K-12 scope and sequence for information technology literacy.
- MMSD must re-design the K-5 and middle school standards-based report card to reflect the Common Core. Challenges involved in the work include: limitations of access to computers; professional development that is sufficient for initial roll out and sustainability; and designing an efficient, family friendly report card that is compatible with our district student information system.
- Development of consistent middle school course catalog including consistent course descriptions across high schools.
- Providing training and supporting Infinite Campus grade book and new Infinite Campus grade book.
- While student use of online learning through Madison Virtual Campus expands, there are challenges to maintain high levels of support to each student and to increase the number of MMSD teachers who are able to teach online courses.
- Providing training for language arts teachers 3-5 who will be teaching keyboarding in order to fully integrate keyboarding skills with the writing process and to prepare students for Smarter Balanced.
- Continued and collaborative professional development with Educational Services and Student Services for teachers using web-based curriculum.

Division Information – Instructional Technology

Highlights

- All Middle Schools received Common School Fund (CSF) library hardware replacements by winter break
- Common Library Web Portal System developed with all sites published
- Library Leadership Team shared responsibility in deciding district and level wide Common School Fund database purchasing for 2012-13
- Division leadership examined and re-organized services, and purposefully redefined all professional and clerical/technical positions to provide 21st century professional leadership for the library infrastructure (catalog and other databases and resources), materials and resources (video, print, electronic), and services to colleagues and users (routing/circulation, planning, procedures, professional development)

Challenges

- Library staffing (professional and aide) throughout district is inadequate and inconsistent, creating equity/equality issues at the middle school level.
- Although there is a librarian in every elementary school, these librarians continue to have a portion of allocation determined by REACH teaching assignments therefore, not full-time

librarians in every school. Some librarians are teaching REACH content in areas not in their expertise (i.e. science, math)

- Common School Fund (CSF, Wisconsin categorical aid) continues to decline over the past three years. CSF amounts are usually the only allocation school libraries receive to purchase circulating library materials in each school
- Preparing for the third-year rotation schools for CSF library hardware replacement in light of declining resources
- District-wide discussion and decisions needed for purchasing and management of shared resources (print and electronic); textbook management

Division Information – Mathematics

Highlights

District-wide

In collaboration with all other instructional departments in central office through the School Support Team structure provide professional development for:

- New Educator Support Course August 2012
- District October Professional Development Days
- District February Professional Development Day

The Mathematics Division updated the design of the math website, including:

- Common Core State Standards links and resources
- Professional development and instructional focus
- Grading support
- Curricular links and supports

Elementary

- Provided monthly professional development support to building-based elementary Instructional Resource Teachers in core math instruction.
- Created Common Core Learning Experiences to provide K-5 teachers with the guidance in how to use core elementary math curricular materials to support Common Core State Standards in Mathematics.
- Math staff collaboratively supported building-based instructional resource teachers through professional development and in-building support.
- Provided monthly support for elementary teachers to strengthen implementation of core resources.
- Revised report cards and grading guides to align with the Common Core.
- In collaboration with RtI coaches and building based leaders developed recommendations for Tier 1 and Tier 2 math interventions, including documentation in SIMS.

Middle

- Continued to work with UW-Madison partners in improving and sustaining the Middle School Mathematics Specialist program.
- In collaboration with the Middle School Support Team provide instructional support in mathematics to principals and Learning Coordinators.
- Created Common Core Learning Experiences to provide middle school teachers with the guidance in how to use core elementary math curricular materials to support Common Core State Standards in Mathematics.
- Math staff collaboratively support district-wide teams through the Middle School Advisory Group.
- Curricular materials were chosen and preliminarily purchased for Tier 2 Extended Math classrooms and an overall intervention plan was published in collaboration with RtI coaches, building teachers and math division staff.

High

- Published the Math Scope & Sequence.
- Assembled a team from all high schools to collaboratively begin the work of defining a guaranteed and viable curriculum for grades 9-11 to be implemented in high schools across the district. The goal is to have this work completed by fall.
- Worked with high school math teachers and instructional leaders to develop understanding of the rigor and expectations required by the Common Core.

Challenges

- Pending change in graduation requirements for all students to earn three credits in mathematics by 2016-17.
- Delivering professional development to adequately support teachers in our transition to instruction that is aligned to the Common Core.
- Supporting teachers in a transition to the MMSD Scope & Sequence and high school math curriculum that is aligned to the Common Core.
- Supporting all 32 elementary schools with limited central office staff.
- Limited staff at middle school to collaborate on the school support team.

Division Information – K-12 Literacy/Reading/Language Arts/English

Highlights

Elementary

As a result of a comprehensive needs assessment, the Mondo Bookshop Core Literacy Curriculum K-5 has been purchased for all 32 elementary schools. Implementation has begun with 12 schools and

full implementation for all 32 schools will occur in Fall 2013. Mondo Bookshop provides a rigorous foundational scope and sequence aligned to the Common Core State Standards (CCSS) in the following areas:

- Oral Language
- Phonics
- Shared Reading
- Guided Reading

As of March 1, 2013, all elementary schools have a core set of Mondo materials in each classroom aligned to the Common Core State Standards. Overview professional development on Oral Language is the initial focus for Spring 2013. A comprehensive professional development plan is being developed for 2013-2014 to include:

- School Site Visits
- Principal/IRT Professional Development
- Principal/Doyle/Central Office Professional Development
- Online Professional Development for teachers and teams
- Assessment Professional Development

Middle

- The addition of a reading class is in response to the inequitable access to core reading instruction previously throughout the middle schools. All middle schools implemented a reading class in 2012-13. Several schools have used best scheduling practices to schedule both reading and language arts into a block. A workshop model is being used that is similar to that being used in the elementary level.
- Book rooms were supplied with engaging adolescent literature to increase selections in the areas of non-fiction and Spanish literature. Teachers, learning coordinators and interventionists were provided with professional development beginning in the spring of 2012. Sessions were held during the Summer of 2012 and throughout 2012-13.
- Additionally, a School Support Team was instituted that specifically focused on middle school. The SST team supports the 12 middle schools and includes a middle school literacy teacher leader and a district literacy coach.

High

- The comprehensive high schools have used district data to augment the core instruction and to determine various literacy interventions.
- AVID training and implementation has increased which has resulted in positive learning experiences for students.
- Each of the high schools has a literacy coach who will be retained for next year. These individuals provide literacy leadership for their respective schools and are respected members of the School Based Leadership Team.

- Numerous professional development opportunities have been provided which serves to strengthen the core, increase collaboration, and have a better understanding of the district's initiatives.

Challenges

- Funding to support a comprehensive Professional Development Plan for 2013-2014 will be significant to meet the needs of 32 elementary schools and every classroom in the district. We are working to efficiently utilize funding and resources to meet the variety of needs to ensure fidelity of implementation.
- Consideration needs to be given to the literacy interventions that have been put in place:
 - Consistent use of data
 - Best practices
 - How instruction aligns with the Common Core
 - Qualified staff to implement the interventions
 - Most effective use of resources being used with fidelity
- Providing effective professional development in disciplinary literacy at the secondary school level given the end of the REaL grant and inconsistent school-based support at the middle school level
- Aligning the Common Core to Curriculum Companion in other subject areas
- Implementing the Curriculum Companion in ELA during 2013-14

Division Information – Physical Education, Health, Wellness and Stress Challenge

Highlights

- Elementary teachers continued to meet on a regular basis for professional development.
- Initiated the process of upgrading physical education equipment within the elementary rotation.
- Began the process of looking at the gymnastics equipment for safety, transportation, and usability with elementary physical education staff.
- Human Growth and Development review process began in Spring 2013.
- A district-wide teacher leader position for Physical Education, Health and Wellness has been created for 2013-14.

Challenges

- The district-wide position for Physical Education, Health and Wellness will be challenging in part because there has not been consistent leadership or K-12 professional development for well over 10 years. The magnitude of the support needed to invigorate, rejuvenate and update the K-12 Physical Education program is substantial.
- Health and Wellness instruction, equipment and professional development are in need of updating to address the critical issues of inactivity, obesity and engagement in life-long exercise and activity.

- Alignment and implementation of consistent physical education curriculum K-12 will be a challenge.
- Maintaining and repairing aging physical education equipment with limited budget.
- Ensuring the number of minutes of Physical Education taught per week at each level meets state requirements

Division Information – Science and Environmental Education

Highlights

- The anticipated release of the Next Generation Science Standards (NGSS) in April, 2013
 - Introductory Professional Development Opportunities for Elementary, middle and high school, and support staff
- Making Sense of Science /Title IIB Grant
 - Increase in number of participants from year 1 to year 2
 - 2 new courses offered summer of 2012 (Energy and Matter)
 - 2 new courses offered summer of 2013 (Earth Systems, Organisms)
 - Potential pilot opportunity with the Organisms course
- Elementary Leadership
 - Quarterly meetings: standards, connections to math, connections to literacy, connections to engineering
- Madison Middle School Science Symposium and High School Summer Research Intern Program (HSSRI)
 - Increase in funding
 - Increase in participation in both programs (particularly underrepresented populations)
 - Additional opportunity for sophomore students who have applied to HSSRI program but were not accepted, to attend a seminar and day with current participant
- Science Materials Center (SMC)
 - Increase in orders placed
 - Increase in allocation of SMC Technician
- GROW Grant (3 years, 2012-2015)
 - Aligning garden-based education with NGSS to promote inquiry-based learning outdoors.
 - 5 schools in year one: Muir, Lincoln, Lakeview, Toki, Spring Harbor
 - 5 additional schools in year two, 5 additional schools in year three (years two and three open up participation to Dane County)

Challenges

- Pending change in graduation requirements for all students to earn three credits in science by 2016-17

- Next Generation Science Standards will be released and adopted by the State of Wisconsin in Spring 2013
 - K-12 implementation of entirely new and more rigorous standards
 - Demands of professional development to ensure all teachers are aware of the new standards and able to teach to these new and higher standards
 - Engineering is an integral component of the new standards. MMSD will need to revise curriculum and integrate more with Career and Technical Education in order to fully meet these new standards
 - Scope & Sequence/Course Offerings (especially in regards to MS and HS)
- Science is in jeopardy of losing instructional time at the elementary and middle school level due to the demands of a Multi-tiered System of Support
- Providing adequate professional development around the new standards at K-8 is particularly challenging due to the focus on literacy at all levels and the limits of professional development time
- Limited ability of central office staff (2.0 FTE) to support and work in all MMSD schools more directly with teachers and instructional leaders

Division Information – Social Studies

Highlights

- Leadership Teams at elementary, middle, and high school levels focus on supporting core curricular materials implementation, legislative mandates, Literacy & Common Core
- School-based Professional Development and support
- Revision of Social Studies website and development of curricular resource lists to support Social Studies standards, legislative mandates, and teacher requests
- Staying abreast of, responding to, and communicating about national and state initiatives, including the College, Career, and Civic Life (C3) Framework, the development of new Wisconsin Social Studies standards, and current scholarship
- Collaborative work with Diversity & Equity around American Indian/First Nations topics and Parent University

Challenges

- Continued need for current, District-reviewed and recommended core Social Studies materials at K-3 and high school courses, and professional development to support teacher implementation of new materials
 - Curricular review and textbook purchase of World History in 2013-14
- Involvement in development of new Wisconsin Social Studies standards, preparation for development of new MMSD Social Studies standards, to include classroom teacher input and feedback throughout
- Opportunities for in-depth collaboration and exploration of topics with Social Studies Leadership Teams at elementary, middle, and high school levels

- Continued unpacking and understanding of curricular implications of Common Core State Standards for Literacy in History/Social Studies and District initiatives around Literacy
- Maintaining and extending community partnerships with museums, historical organizations, and universities

Division Information – World Languages

Highlights

- Professional development around the Teacher Effectiveness for Language Learning framework and performance assessment
- Continued development of middle school scope and sequence and instructional modules
- Informal World Languages Program Review & Recommendations
- Purchase of common resources for French and Advanced Placement Spanish
- Collaborative World Language Department chair meetings with inclusion of middle school teachers, thereby creating stronger secondary articulation and consistency

Challenges

- Systems needed so that all teachers can access professional development
- Increasing inequities in language learning at the middle school level in both instructional time and language offerings
- Addressing articulation models to high school language learning
- Development of performance assessments within a range of programming model
- Embracing language learning as an essential 21st century, global skill for ALL student
- Developing Multi-tiered System of Support scheduling that does not limit access to language learning

Background / Information / Description

The role of the TAG Department in MMSD is 1) to facilitate advanced interventions for students who, based on evidence, need them as a next level of challenge and 2) to document and support those who participate in such interventions. Until 2011, the TAG Department consisted of a limited staff who provided case management and services for students who were referred as advanced learners, usually by parents. In Spring 2011, the Department of Public Instruction (DPI) found MMSD out of compliance in four areas, including the identification of and programming for advanced learners. Later that spring, a new full-time coordinator was hired and 6.4 additional TAG staff were hired to start in elementary schools in the Fall of 2011. Three more positions were added by the Board of Education (BOE) for 2012-13 bringing the total to 20.1 FTE. For the past two years, the TAG Department has utilized the RtI (Response to Intervention) structure to build an infrastructure to support the identification, facilitation of continuous and systematic interventions, and documentation processes for advanced learners. The DPI reviewed progress made by the TAG Department in the Fall of 2012 and found the district in compliance in two of the four areas and in partial compliance in the two remaining areas: identification and programming in the Visual/Performing Arts, Creativity, and Leadership. A plan and timeline to complete the compliance will be delivered to the DPI in May with full compliance expected by Spring of 2014.

How We Do Our Work

Twenty TAG Instructional Resource Teachers (IRTs) support the bulk of work done by the TAG Department. Following are their duties:

1. **Membership on the School Support Teams**
2. **Coordinated Services**—Each elementary and middle school has one TAG staff member assigned for approximately one day of TAG coordinated service per week:
 - **Identification and referral for advanced interventions**
 - **Embedded professional development for teachers** at their school site
 - **Meeting and communicating with school site personnel and parents** regarding student progress, needs, and delivery of interventions
 - **Talent Development** in schools where there is significant poverty
 - **Short-term Direct Instruction**—targeted instruction to small student groups or individuals
3. **Program Support**—to students involved in instruction that is delivered online or off-site
4. **Content-based Direct Instruction**—Tier 3 instruction in elementary-middle school Math, middle-high school Math, middle school Science and Reading/Language Arts
5. **Support to High Schools**—work with school counselors and collaboration with Career & Tech Ed
6. **Special Events for students**—e.g., MathFest, Leadership Conference, etc.

The TAG coordinator collaborates with other departments to coordinate and integrate efforts for advanced interventions and participates on various committees and ad hoc committees as the need arises. Planning and direction for full compliance continues to be a major focus of the Coordinator's role as is communication with parents. Multiple TAG staff, including the TAG Coordinator, participate with U.W.-Whitewater, the Greater Dane Network, and educators for the Madison area who coordinate programs for advanced learners.

Relationships to District Overarching Improvement Priorities

In 2013-14 the TAG Department will focus on the areas in which we remain in partial compliance: Leadership, Creativity, and the Visual/Performing Arts. The TAG Coordinator is working with the Fine Arts Department administrator to implement a portfolio process for these areas as a mechanism for identification and support.

The TAG Department utilizes the RtI framework to structure and support its work. Data regarding advanced learners are systematically gathered and analyzed for schools as well as to inform interventions across the district. Progress monitoring of students is utilized to determine whether or not students receiving advanced interventions are learning at appropriate rates and to determine if additional or revised interventions are needed in the system. Data are analyzed to determine whether or not students who appear to have advanced reasoning capabilities are progressing at appropriate levels or whether they are underperforming; when underperforming, the situation is investigated with the goal of problem solving and supporting the student to performance at more appropriate levels. This is done through School Support and Intervention Team (SSIT) meetings and work with teachers and students.

Inter-departmental work has begun with the Student Services Department to provide interventions for advanced learners who need them at Tiers 2 and 3 in the behavioral-social-emotional domains of RtI as well as the academic domains. Significant progress has been made in providing systematic and continuous advanced interventions in math through collaboration with the Curriculum and Assessment Department this year. It is expected that growth through inter-departmental collaboration will continue with and expand in 2013-14.

A sincere effort is being made in several ways to find students from populations that are typically under-represented for advanced interventions and to provide ways to scaffold and support their learning trajectory: 1) the USTARS-TOPS observation tool in K-2 and 2) the use of local norms with the CogAT and achievement data K-8. Support for the use of local norms is coming from Research and Evaluation. Two pilots run in high poverty elementary schools in 2012-13 will be expanded in 2013-14; they address Leadership, Creativity, and the Visual Arts.

Effectiveness / Evaluations

In the Spring of 2012, a survey was sent to parents of all elementary and middle school students who were receiving interventions and support at Tiers 2 and 3. Although results were mixed, there were more items marked positively than negatively. The most significant area of concern was lack of

communication with parents regarding identification and interventions in the schools. TAG staff were charged with improving communication this school year. There has been significant progress in data gathering and analyses as more assessments have become available and construction and refinement of the TAG database continues. There have also been two major parent education events during 2012-13 that contribute to communication and support for parents. Anecdotal comments from parents in private conversations and at TAG Parent Advisory meetings indicate that, although there is still much work to be done, progress is being made and parents are appreciative.

In addition to the need to provide identification and programming in Leadership, Creativity and the Visual/Performing Arts, the compliance report also states that there is a lack of uniformity across the district in both identification and the provision of interventions in the General Intellectual and Specific Academic areas. While the TAG Department does actively provide and support some Tier 3 advanced interventions (e.g., GEMS math, the middle school science cohort), in order to be financially feasible, the majority of the Tier 2 interventions need to be provided by classroom teachers in the schools and facilitated through clustering/flexible groupings with curricular support and embedded professional development by TAG staff rather than interventions to students being delivered by TAG Staff. This shift will become a major task of the TAG Department in its collaboration with schools in 2013-14. Additional professional development opportunities to support specific curricular options will also be a major focus.

Narrative of Budget Changes for 2013-14

None

Major Highlights and Anticipated Challenges:

Highlights

- Increased systematicity of identification, documentation and communication regarding students who need advanced interventions, including students from typically under-represented groups, through expansion and use of TAG database
- Collaboration with the Art Department for expansion of interventions in Leadership, Creativity, and the Visual/Performing Arts and students participating in them, K-12
- Development of a portfolio assessment process leading to identification of students needing advanced interventions in Leadership, Creativity, and the Visual/Performing Arts
- Initiation/Expansion of Tier 3 interventions in Leadership, Creativity, and the Visual/Performing Arts
- Continued collaboration with Career & Technical Ed to support identification and advanced interventions in all five domains with an emphasis in Leadership
- Continued collaboration with Students Services to design/enhance Tier 2 interventions specific to the behavioral-social-emotional needs of advanced learners

- Continued collaboration with Curriculum and Assessment to identify and/or construct curricular support for advanced interventions (Tier 2) in literacy, math, social studies and science K-8
- Inclusion of more technology in advanced curricular supports/interventions
- Continuation/expansion of advanced science interventions with Wisconsin Institutes for Discovery
- Continued professional development for teachers (specific curriculum, differentiation method & practice, thinking skills, Depth & Complexity models)
- Continued & expanded work with parents of students receiving advanced interventions
- Continued & expanded translation/interpretation services to provide support to non-English speaking parents who need to be included in the search for advanced learners from groups who are typically under-represented

Challenges

- Supporting MMSD as a system and individual schools within it to gain expertise and uniformity in the identification of students who need advanced interventions and the provisions of those interventions within the regular school day in all five domains (General Intellectual, Specific Academic, Leadership, Creativity and the Visual/Performing Arts)
- Eliminating the barriers to advanced interventions for all students who need them as an appropriate next level of challenge

Department of Professional Development (PD)

Background / Information / Description

The Professional Development Department:

- Designs, coordinates, implements and evaluates professional learning consistent with Learning Forward/National Staff Development Council standards
- Coordinates the district professional development process and provides planning and implementation support for district professional learning priorities and initiatives, particularly by leading School Support Teams
- Oversees programs related to PI34, New Educator Induction (and the Mentor Program)
- Looks forward to major work in 2013-14 that includes helping lead or coordinate professional learning for implementing a Multi-tiered System of Support (or Response to Instruction and Intervention), the School Improvement Process, data analysis/problem solving, Educator Effectiveness-Danielson, literacy – English Language Arts/Common Core State Standards, Positive Behavior Supports/Social Emotional Learning, and culturally & linguistically responsive practices, and using technology and Ipads to improve collaboration, teaching, and learning.

How We Do Our Work

The Director meets with the Professional Development Team on a monthly basis, School Support Team (SST) Coordinators 2-3 times per month, and individually with PD project leaders. The five interdisciplinary District School Support Teams (1 high school/alternative education, 1 middle, and 3 elementary SSTs) are led by SST Coordinators, who are housed in the PD Department. SSTs typically meet weekly to discuss and coordinate professional learning for schools. The PD Team also uses a project management approach to help coordinate employee group professional development (e.g., principals, assistant principals, mentors, new administrators, IRTs, Learning Coordinators, etc.) and interdepartmental PD events such as New Educator Orientation and Seminars, district-wide PD days, Summer School PD, and collaboratively developed/facilitated workshops and courses.

Relationships to District Overarching Improvement Priorities

Research demonstrates that quality professional learning improves teaching, and the quality of teaching is the #1 school factor in improved student learning. In particular, the PD Department primarily focuses on helping build the capacity of school instructional leaders and teams in the previously mentioned professional learning priorities. Instructional leaders are fundamental to creating systemic, ongoing, job-embedded professional learning opportunities in school. When teachers have greater professional

learning opportunities, they are more likely to improve their practice and positively influence student improvements in attendance, behavior, growth, and achievement.

Effectiveness / Evaluations

As with other district departments, the PD Department aims to improve the overarching improvement priorities of the district in attendance, behavior, growth, and achievement. We determine our effectiveness directly and indirectly through a variety of data sources: direct feedback from participants, school visit data, surveys, implementation data, and student outcomes.

Narrative of Budget Changes for 2013-14

The major change in the budget for the PD Department was the addition of an iPad Coach, who started in April, 2013.

Major Highlights and Anticipated Challenges:

Highlights

Major highlights of 2012-13 include

- School Support Teams. 2012-13 was the first year all SST Coordinators were housed in the PD Department, which created greater collaboration, coordination, and improvement of these multi-disciplinary teams. Last year, 4 of these 5 leaders reported to different supervisors. In response to school needs, we also changed the 4K-8 SSTs into 3 elementary SSTs and 1 middle school SST, which has helped optimize expertise and support as well as focus on improving core practices at these levels.
- Multi-Tiered System of Support (MTSS). The PD Department helped many school-based leadership teams improve their practices in implementing a multi-tiered system of support on both the academic and behavior sides of the MTSS “triangle.”
- Literacy. The PD Department was very involved in the successful coordination and delivery of professional learning related to elementary and secondary literacy/English Language Arts, which includes Mondo and the curriculum companion that were new to many schools.
- The mentoring program continued to serve a large number of new educators (about 170), with positive survey results from mentors and mentees.

- iPad PD. The PD technology specialist was repurposed to help lead professional learning groups of teachers using iPads and interactive whiteboards to improve teaching and learning. With the addition of the iPad Coach, we will be able to take professional learning to a much deeper level with job-embedded coaching.

Anticipated Challenges

A continual challenge is optimally using the scarce time for professional learning, particularly at the elementary level due to limited ongoing staff and team planning time. Insufficient contract time (as opposed to voluntary time) for PD is particularly challenging given the large amount of fundamental new learning for educators next year (e.g., in literacy, Danielson, consistent data analysis/problem solving down to team levels). Therefore, we have created professional learning priorities and focus with an integrated and collaborative district-wide strategy (e.g., through SSTs) rather than a tempting “silo” or departmental approach that is easier (but not effective). Another primary challenge is managing the tension between leading district priorities (standardization) and at the same time supporting the unique contextual needs of schools (customization).

Department of Educational Services

Background / Information / Description

The Department of Educational Services is comprised of the Office of Multilingual and Global Education and the Office of Special Education and §504. The primary role of Educational Services staff is to provide specialized services and supports so that students are appropriately identified and receive the necessary services from ESL and Bilingual Education, Special Education, and/or §504 to benefit from and progress in their educational programs. To achieve this outcome requires close coordination and communication with general education and student services staff so that services and supports, to the maximum extent appropriate, are delivered in an integrated and inclusive manner in the general education classroom and general education, standards-based curriculum.

As of the Third Friday in September count* there were a total of 7,782 students receiving services from the department representing 31.1% of the District's total K-12 student enrollment. This includes 4,196 served by ESL and Bilingual Education; 3,035 served by special education and 551 students that are served by both. In addition to the students in special education at grades K-12 represented in these figures, the department also ensures IEP compliance and delivery of special education services for 370 other students, including those in early childhood, private or parochial schools and other designated non-enrolled students. The total number students served by special education, PK-12, is 3,956. The total number of students served by ESL and bilingual education, PK-12, is 5,419. The Office of Multilingual and Global Education also supports students from private or parochial schools through Title III programming. The work of Educational Services staff in supporting English language learners (ELL) students and students with disabilities remains vital to their success both in school and as future contributing members of our community.

Major functions of the department include:

- Ensuring compliance with relevant federal and state statutory requirements
- Addressing all mandated planning and reporting functions required by the Wisconsin Department of Public Instruction (DPI)
- Budgeting and managing the human and material resources necessary for student and staff needs to be appropriately met
- Providing high quality professional development to improve staff capacity to serve all our MMSD students
- Coordinating the initial identification of students with disabilities (IDEA and §504)
- Implementing policies and procedures that result in the appropriate delivery of programming and services (e.g., alternate assessment requirements)
- Collaborating with families and community agencies to insure the coordination of services between home, school and community

- Planning with other departments (e.g., Curriculum & Assessment, Student Services) and Legal Services to insure that the use of district resources are managed in a coordinated, efficient, and effective manner to support the learning of all students
- Delivering technical support and information to principals and staff regarding the design, delivery and evaluation of programs and services to students
- Securing state and federal entitlement and competitive grant funds
- Collaborating with Human Resources and other departments to recruit and hire highly qualified staff

*K-12 students only that were included in the Third Friday in September count.

How We Do Our Work

The Department of Educational Services team maintains close communication and coordination with school personnel, parents, and community agencies through written correspondence, meetings, phone communication and conferencing with principals, staff, and parents regarding individual student cases, overall program improvement, and professional development.

Services to students:

- Allocation of resources (human, material and time) to support student engagement, socially appropriate behaviors and high levels of learning
- Consultation and technical assistance on individual student cases
- Conduct non-bias multicultural evaluations of students initially referred for special education including chairing IEP meetings and serving as LEA representative
- Conduct evaluations of ELL students considered for ESL or bilingual education services

Services to staff:

- Serve as a resource to the Superintendent and Board of Education relative to educating English language learners and students with disabilities
- Professional development on improving instructional practices, creating/implementing universally designed and differentiated curriculum
- Providing site-based coaching, modeling, and professional development on improving literacy instruction
- Provide professional development to teachers, teams, and schools on using student data to improve instruction
- Technical assistance and consultation provided to school personnel around specific student cases
- Problem-solving and conflict resolution provided by coordinators in response to complex or contentious student cases
- Professional development courses and funding to attend conferences/workshops
- Written bulletins, memos and technical assistance documents to ensure student rights
- Presentations at principal meetings on topics of interest or time-sensitive priorities

- Guidance to principals and staff regarding the development and analysis of a school's instructional design

Services to parents, community agencies, and higher education:

- Serve as a resource for information to families, community agencies, and higher education
- Assist with mediating and resolving conflicts and disputes
- Provide parent/guardian training and outreach services
- Involve parents/guardians as partners in IEP related activities
- Collaborate with higher education on teacher training and grants
- Communication and support to parents, family members and community agency representatives on specific student cases

Compliance, monitoring, reporting:

- Participate in on-site compliance reviews and audits conducted by Wisconsin Department of Public Instruction (DPI) and the federal government
- Comply with all state and federal budgeting and reporting requirements
- Provide student data as part of accountability reporting
- Work collaboratively with DPI and others on State-wide and Federal initiatives (e.g., Disproportionality of Minority Students in Special Education)
- Provide information to facilitate resolution of parent initiated complaints and Due Process hearings
- Work with Madison Teachers, Inc. (MTI) to respond to Collective Bargaining Agreement (CBA) related questions, issues and grievances

Relationships to District Overarching Improvement Priorities

The work of the Department of Educational Services is directly aligned with all of the district's strategic priorities including the Building our Future plan by providing English language learners and students with disabilities with the necessary supports and services so they can be successful learners and progress towards meeting graduation requirements. The work of the Professional Development and Learning team is focused primarily on systemic instructional improvement to eliminate achievement gaps and maximize student potential. Additionally, Department of Educational Services staff are deeply committed to building strong collaborative relationships with other departments and divisions to coordinate the recruitment, training and retention of highly qualified and diverse staff. A major goal of the department continues to be the development of positive, sustainable relationships with the families of our students. Educational Services has two parent advisory councils (representing both offices) which exist to strengthen partnerships with community resources and families to achieve our collective goals. Lastly, Educational Services administrative staff remain absolutely committed to inclusive educational practices when designing and implementing ESL and bilingual education, special education services to students. These services, when possible, are delivered in the student's school of residence.

Effectiveness / Evaluations

In 2010, the Department of Educational Services conducted an extensive review of programs and data for the purpose of creating a multi-year department improvement plan. What follows is a brief description of our priorities, theory of action, and goals.

The Department of Educational Services Priorities: We have two broad categories that define our priorities to improve student achievement: (1) strengthening the instructional core and (2) ensuring the rights of English language learners (ELL) and students with disabilities through compliance with relevant federal and state statutes/regulations.

Learning-Centered Problem: English language learners and students with disabilities are not reaching proficiency levels in reading and math and/or demonstrating growth over time.

Theory of Action: If we improve the instructional core, provide timely evidence-based interventions, and ensure student rights we will (1) improve student outcomes for all students and eliminate achievement gaps, (2) reduce disproportionality, and (3) support schools as they create and sustain high performing inclusive environments.

Measurable three-year goal areas that will guide and focus our work:

1. Increase Graduation/Completion rates for ELLs and Students with Disabilities.
2. Improve Reading and Math skills for ELLs and Students with Disabilities to grade level proficiency or above.
3. Implement a district-wide Response to Instruction and Intervention (RTI²) system (PK-12).
4. Implement the adoption of a district language policy that supports and facilitates the expansion of multilingual educational opportunities.

While we are frequently monitoring progress toward our goals in a formative sense, each year, we conduct a deeper more formal review of our data including item analyses of state assessments, surveys, interviews, and focus group sessions to (1) evaluate progress toward department/district goals and (2) further refine our understanding of the learning-centered problems and (3) make needed adjustments in allocation, professional development, or our practices.

Narrative of Budget Changes for 2013-14

Office of Multilingual and Global Education

In recognizing staff responsibility changes over time, several minor changes in funding took place. For example, some staff moved to Title III funding while others to local. There was a reduction of (1.0) central office staff due to budget constraints.

- Parent Involvement
- Professional Development
- Subs for curriculum development

- Consultants for program development
- Instructional materials

We have three professional development priorities for the 2013-14 school-year:

- Response to Intervention
- Literacy – both core and evidence-based interventions K-12
- Implementation of Guided Language Acquisition Design (GLAD)

Office of Special Education and §504

The vast majority of our resources are devoted to adequately staffing schools which is a challenge due to the changing composition of students over the year. Changes include a more accurate allocation severity index and the addition of 500 special education assistant hours to our pool (3,500 SEA hours). Additionally, we have begun a concurrent enrollment program for students with more significant disabilities at Madison College. It is anticipated our new program, Campus Connect will provide specific instruction to students with disabilities as they access college courses designed to assist them in gaining critical work-related skills.

We have three professional development priorities for the 2013-14 school-year:

- Response to Intervention – specific learning disability criteria
- Literacy – both core and evidence-based interventions K-12
- Compliance with IDEA & §504

Major Highlights and Anticipated Challenges:

Highlights

Office of Multilingual and Global Education

Aligned with both district/department goals, the Division of ESL, Bilingual Education, and Dual Language Immersion list the following highlights of the 2012-13 school year:

- Refined Dual-Language Immersion programming at designated elementary and middle schools throughout the district.
- Preparing for the implementation of dual language immersion at the high school level (La Follette).
- Support ESL and bilingual leadership teams to inform professional development around best instructional practices for English language learners using English language proficiency standards and Guided Language Acquisition Design (GLAD).
- The district met all required Annual Measurable Achievement Objective (AMAO) targets designated under Title III for the fourth year in a row.

- Provided specialized RtI training to approximately 100 staff members regarding students in bilingual or dual language immersion settings.

Additional professional development and technical assistance from the Office of Multilingual and Global Education will focus on using the WIDA English language proficiency standards for instructional purposes, which are aligned to the ACCESS for ELLs English language annual assessment. These standards and assessment target the language domains of listening, speaking, reading, and writing in the four content areas, as well as social and instructional language. The ACCESS for ELLs assessment is used for determining students' English language proficiency (DPI) levels and for Annual Measurable Achievement Objective (AMAO) targets designated under Title III. Analyzing ESL, Bilingual, and Dual-Language Immersion Education core practices and with a focus on language development through the use of language standards and formative assessments will drive the work of the Division.

Office of Special Education & §504

Professional Development and Learning (PDL)

- Trained over 1300 district employees in Crisis Management and Intervention (CMI) strategies meeting our obligation under Wisconsin Act 125.
- Provide site-based professional development on collaborative teaming and creating universally accessible-differentiated curriculum to meet the needs of diverse learners.
- Provide site-based professional development on evidence-based literacy practices to improve performance for all interventionists and elementary special educators.
- Provided training such that all schools completed the RtI year 1 training, began year 2 training (high schools completed year 2).

Creating Quality IEPs

- Provide professional development to staff in the creation of quality IEPs. Project components include increase parent participation in IEP process, increase legal compliance, utilize standards and student strengths during IEP development, and increase inclusive practices and collaboration among staff.

Early Childhood

Collaborate with Director of Early and Extended Learning to ensure IDEA compliance and delivery of services for pre-kindergarten students which include:

- Itinerant special education services to EC students and 4K students at ECE centers.
- Child Find: The location and identification (screening and evaluation) of students with educational disabilities.
- Transition Planning with Bridges to Families the county program who services students with disabilities from birth to 3.
- Seamless transition of students who transfer into the MMSD.

- Screening of students annually.
- Provide professional development on creative curriculum, IEP evaluation, and EC specific practice topics.
- Completion of initial IEP evaluations, programming and placements.
- Appropriate placement of students along a continuum of options (i.e., Early Learning Sessions at elementary schools and in the community, The Madison Community/MMSD Play and Learn Program, Dane Co, Head Start, Community Pre-schools, Early Childhood Self Contained Special Education programs within the elementary schools.
- Develop and implement student Services Plans and placements.
- Ensure that enrolled students have a current Service Plans as well as IDEA Evaluation.
- Provide trainings to parents with Early Childhood aged students (English and Spanish).
- Monitor and report data to DPI on DPI compliance indicators #3, Assessments and indicator #7, Preschool Outcomes.
- Provide pre-referral interventions to early childhood aged children.

Supporting the Needs of Students with Challenging Behaviors

- Increased the capacity of student services time to address the specific mental health issues of students served in the NEON, school-based alternative (middle) and LEAP programs.
- Enhanced support to students, school and families relative to meeting the needs of students with challenging behaviors (e.g., PBST, managing threatening confrontations/physical management training, safe room training, exempting some students with disabilities from the expulsion process, FBAs/BIPs) with the use of trauma informed practices.
- Assisted families in securing and participating in mental health services for their children.
- Participated in the district mental health committee.
- Added a west-side school-based alternative program for students with emotional behavioral disability at the middle school level. We now have both a west and east-side school-based alternative program which serves approximately 12 high needs students.

Autism

- Provided ongoing support for staff working with the 100 most challenging students with autism.
- Provide professional development through school-based teams to build capacity of the staff to provide programming for students with autism.

- Offered professional development for staff members on basic through advanced interventions for students with autism.

Assistive Technology

- Provided technical assistance and professional development around a specific student or to staff members around AT devices.
- Enhanced our library of AT devices and equipment that is loaned to staff and students (purchased numerous iPads and educational applications).

Deaf and Hard of Hearing Programming

- Provided additional resources to include professional development for staff to access effective practices for students who are deaf and hard of hearing in inclusive educational settings (e.g., position descriptions, nomenclature, IEP documentation, best practices for effectively educating students who are deaf and hard of hearing).

Extended School Year (ESY)

- Provided extended school year services to more students with disabilities.
- Increase staff understanding and awareness through communication.

High School Student Transition to Postsecondary

- Provided professional development and technical assistance for teachers at the middle and high school levels leading to successful postsecondary outcomes for students.
- Collaborated with community stakeholders to ensure our students can access multiple pathways to post-secondary outcomes through increasing services and providing multiple resource fairs/information sessions for parents/students.

Accessible Instructional Materials (AIM)

- Implemented our plan to provide textbooks and related core instructional materials to all students with print disabilities in early childhood through high school in specialized formats.

Occupational/Physical Therapy

- Provided clear leadership and management to the OT/PT program. Improved the allocation processing, determining school assignments, and offered high quality professional development experiences to ensure effective OT/PT services to our students.

Speech/Language

- Provided clear leadership and management to the S/L program. Made improvements to the allocation and staff assignment process and develop and implement professional development based on district priorities and effective practices.

Students Parently Placed in Private or Parochial Schools

- Ensured our district is providing supports to students with educational disabilities enrolled in private and parochial schools in a manner consistent with IDEA.
- Met our obligation to locate and identify students with educational disabilities who attend private or parochial (EC, elementary-high) schools within the MMSD geographic boundary.
- Developed and implemented student Services Plans for those who attend private or parochial (elementary-high) schools within the MMSD geographic boundary.
- After consulting with the Private/Parochial administrators and parent representatives to annually determine the array of special education services available to students via their Services' plans, we broadened our services to include OT/PT.

Vision Impaired Programming

- Provided clear leadership and management to the vision program. Improved the allocation and school assignments process, and offered professional development experiences to ensure high quality vision and orientation and mobility services to our students.
- Assisted IEP teams with decisions about the amount and frequency of special education services for students who are blind or have visual impairments by using the "Severity Rating Scale for Students with Visual Disabilities."
- Implemented the assessment tools recently developed by MMSD staff for students who may need orientation and mobility services. The tools include a screening instrument and an assessment protocol developed based on the age and grade level placement of the student.

Challenges

Office of Multilingual and Global Education

We face numerous challenges in the Office of Multilingual and Global Education, what follows are the most pressing:

1. We have a growing number of English language learners within the district yet the number of staff remains stagnant, this compromises our ability to provide high quality instruction and or support the continued development of English language proficiency.

2. With bilingual and dual language immersion programs growing by a grade each year, hiring and retaining qualified staff remains a very difficult task.
3. There are very few opportunities to provide professional development experiences to ESL/bilingual and general education staff regarding second language acquisition or specific strategies such as Guided Language Acquisition Design.

Office of Special Education and §504

The Office of Special Education and §504 strives to maintain quality inclusive programming in the least restrictive environment (LRE) and access to a full array of related services for all students in the district with disabilities. Challenges continue to include:

1. Allocating resources as efficiently and effectively as follows to best meet the needs of our students and staff.
2. Providing ongoing, job-embedded professional development that is differentiated to meet the needs of our staff to insure they have the skills necessary to support student access, engagement, and success relative to the core curriculum.
3. Ensuring we are in compliance with all provisions of both the IDEA and Section 504.
4. Appropriately and collaboratively addressing the individual academic, social-emotional, and behavioral needs of each student in the LRE.
5. Responding to student and staff safety needs in response to the growing number of students with challenging behaviors associated with mental health issues.
6. Collaborate with Director of Early and Extended Learning to develop a systematic approach to expanding the array of locations where early childhood aged students with disabilities can access their education services with their non-disabled peers resulting from partnering with the MMSD Play and Learn Program and Head Start, develop a systematic method of compensating community pre-schools/day cares for the inclusion of students with IEP's into their programs and develop working partnerships with stakeholders on planning of 4K.
7. Enhancing the collection of student data and student data tracking.
8. Providing seamless delivery of services to students across levels and environments.

These challenges are further compounded by the increasing number of students with significant mental health needs, emotional and behavioral disabilities, autism, and college bound students with visual impairments.

Department of Student Services/Alternative Education

Background / Information / Description

The Department of Student Services and Alternative Education includes seven divisions for budgeting purposes. These divisions encompass a variety of programs and services that support students by removing, limiting, or reducing barriers to learning in addition to supporting and enhancing healthy development. The programs and services include classroom education, direct student interventions, family assistance, community outreach, support for transitions, prevention activities, crisis and emergency assistance, and professional development. The department is made up of the following:

- Office of Student Services and Alternative Education
 - Executive Director of Student Services and Alternative Education
 - Social Worker for GLBTQ Support
 - Positive Behavior Support (PBS) Coaches
 - Social Worker for Attendance Improvement and Truancy Prevention
 - Teacher Leaders for Counseling, Psychology and Social Work
- School Social Workers
- School Psychologists
- School Counselors
- Health Services
 - Coordinator for Health Services
 - Teacher Leader for Nursing
 - School Nurses and Nurse's Assistants
- Expulsion Office
 - Coordinator for Expulsions
 - Social Worker for Transitions
 - Psychologist for Record Reviews
 - Off Campus Neutral Site Programming
- Innovative and Alternative Programs and Services
 - Coordinator for Innovative and Alternative Programs
 - Shabazz City High School Principal and staff
 - Work and Learn-East and Work and Learn-West
 - Alternative Education Resource Options (AERO)
 - Refocus on Achieving a Diploma (ROAD) at La Follette and Memorial
 - School-Age Parent Program (SAPAR)

- Phoenix Program
- Credit Recovery Programs
 - Transition Learning Center (TLC)
 - Credit Recovery and Increasing Skills (CRIS) at West
 - Memorial Alternative Achievement Program (MAAP)
 - East High Credit Recovery (ACE)
- Hospital School at American Family Children's Hospital
- Metro School
 - Dane County Jail
 - Huber Work Release
 - Juvenile Detention Center
 - Dane County Shelter Home
- Diploma Completion Program (DCP) at East and West
- Transition Education Program (TEP)
- Partnerships with Community Educational Institutions
 - Madison College
 - Omega
 - Operation Fresh Start
 - Horizon High School

How We Do Our Work

The work of the Department of Student Services and Alternative Education is accomplished through collaboration with school-based staff and with other central office departments and divisions. In collaboration with the Executive Director, program support staff facilitate professional development for all Student Services personnel and the Coordinator of Innovative and Alternative Programs facilitate professional development for all alternative education staff. Collaborative work is directed by the Department Improvement Plan which includes Action Plans in three priority areas: Attendance, Behavior, and On Track for Graduation.

- The Executive Director coordinates and supports all department functions
- Biweekly meetings of Student Services Leadership Team
- Biweekly meetings of PBS External Coaches
- Monthly professional development for all nurses, social workers, psychologists, school counselors, Behavior Education Assistants and PBS coaches
- Monthly individual meetings with teacher leaders for psychology, social work, counseling, Coordinator of Health Services, GLBTQ Resource Social Worker, Social Worker for Attendance and Truancy, Coordinator of Innovative and Alternative Programs, Coordinator for Expulsions
- Monthly meetings of Mental Health Leadership Team
- Regular onsite visits and meetings with Alternative Education staff

Relationships to District Overarching Improvement Priorities

The work of the Department of Student Services and Alternative Education is grounded in and aligned with the four district priorities: Attendance, Behavior, Growth, and Attainment. Work is done collaboratively with other central office departments to identify and implement strategies to address these district priorities as well as the Building Our Future Plan to Close Achievement Gaps.

Effectiveness / Evaluations

The effectiveness of each of the divisions and programs in the Department of Student Services and Alternative Education is measured by reviewing school-based data in areas that include but are not limited to:

- Rates of office referrals, suspension, and expulsions by student subgroup
- Attendance rates for all students (94%) by student subgroup
- Numbers of students on-track for graduation using credit attainment as a measure
- Graduation rates for students in alternative programs

The Department of Student Services and Alternative Education is responsible for the direction and oversight of (1) all Student Services programs and services and (2) all educational programs contained within Innovative and Alternative Programs. This includes but is not limited to:

- Hiring social workers, psychologists, counselors, nurses, nurse's assistants and PBS coaches and providing ongoing professional development and support for these staff
- Hiring and evaluating teachers and Educational Assistants for each alternative programs and providing ongoing professional development and support for these staff
- Providing leadership for program development and implementation of strong instructional practices in all alternative programs
- Providing leadership for district programming relative to student behavior ranging from supporting positive student behavior to managing the expulsion process
- Coordinating and collaborating with community resource providers to address a wide range of student and family needs including physical and mental health issues, basic needs (food, shelter, clothing, etc.), child abuse and neglect, AOD issues, etc.
- Coordinating the district efforts to improve student attendance
- Coordinating and supporting the work of Student Support and Intervention Teams (SSITs) as a key element of the Multi-tiered System of Supports (MTSS)
- Coordinating the Health Services for students including hearing and vision screening, connecting families with appropriate health and dental care, creating individual school-based health plans for students with chronic illnesses, managing student medications, etc.
- Coordinating the implementation of the Wisconsin School Counseling Model
- Coordinating the implementation of the MMSD Social Emotional Learning Standards

- Ensuring that the rights of homeless students guaranteed by the McKinney-Vento legislation are protected
- Coordinating and managing grants that currently include Alcohol and Other Drug Prevention (DPI), Education of Homeless Children and Youth (DPI), Title ID for Neglected and Delinquent Youth (DPI), Safe and Supportive Schools (DPI), and the Elementary School Counselor Grant (Department of Education)

Narrative of Budget Changes for 2013-14

The 2013-14 budget for Student Services includes the addition of a 1.0 FTE Mental Health Coordinator funded at 50% by Fund 10 and at 50% by Fund 80 as this position will focus on collaborative work between the district and mental health service providers in the community. This coordinator will provide leadership for the implementation of the recommendations of the Board-appointed Mental Health Task Force.

The 2013-14 budget includes \$10,000 to provide CPR/AED training to MMSD staff at no cost to the employee. In the past, this training program was supported by Project ADAM but that funding has ended. Providing the CPR/AED training has resulted in approximately 300 MMSD staff becoming certified each year and has increased the knowledge base and skill level of our staff to respond to a crisis situation. The funding covers a .1 FTE nurse to teach and coordinate the program and funds for necessary supplies.

A change in the department budget in fall 2012 was the addition of 4.0 FTE in Student Services positions to provide support for 4K programs in the areas of attendance improvement, social-emotional-behavioral development, and health services. These positions will continue in the budget for 2013-14.

The Building Our Future Plan outlines a plan to implement Restorative Practices in all middle and high schools. The 2013-14 budget included \$164,420 to continue the Restorative Practices work at La Follette, Sennett, and Black Hawk and to begin the work at East, Sherman, O’Keeffe, and Whitehorse. The original plan included expansion of the program in 2013-14 to West High School or Memorial High School and the respective feeder middle schools. The recommendation is to put the expansion on hold for one year and continue providing focused support for the schools that are currently implementing this initiative.

Highlights and Anticipated Challenges:

Highlights

Major focus areas in 2012-13 have included:

- Solidifying the social emotional standards and curriculum and providing professional development for staff to support the delivery to all students in grades 4K-8 in 2013-14
- Supporting/Implementing Restorative Practices at 2 high schools and 5 middle schools; continued support for these seven (7) schools in 2013-14

- Working with the community to establish a plan for meeting the mental health needs of MMSD students; implementation of selected recommendations in 2013-14
- Collaborating across departments to establish best practices for Student Support and Intervention Teams (SSITs) to enhance the implementation of a Multi-tiered System of Support; implementation in 2013-14
- Implementing a Credit Recovery Program at East High School; to be sustained in 2013-14

Challenges

One key challenge is integrating the Department's initiatives in such a way that staff have the capacity to implement the work effectively and have a clear sense of how this work fits within the district's overarching priorities. Providing focus is a critical aspect of implementing district and department initiatives with fidelity and this is something that this Department works on individually as well as in collaboration with other departments.

Another challenge is aligning all district practices and policies that address and support student behavior to reach the district's overarching priority of reducing both the numbers and the disproportionality of student suspensions and expulsions. This is a priority for 2013-14 and will be addressed in part by the collaborative work that will be done by the Board and the administration relative to the Student Conduct and Discipline Plan.

Department of Information Services (IS)

Background / Information / Description

Information Services consists of four divisions:

- Office of the Chief Information Officer
- Division of Technical Services
- Research & Program Evaluation Office
- Student Enrollment Office

The department strategic priorities include:

- Implementing the technology-related provisions of the three-year Information & Technology Plan
- Supporting users of student information systems, including collaboratively developed applications and content, self-support features, and user training
- Updating various information and technology related policies and procedures
- Conducting program evaluation and other research projects to inform decision making
- Assisting with student and school planning activities
- Providing student registration and enrollment support for all schools, students and their families

Office of the Chief Information Officer

How We Do Our Work

The Office of the Chief Information Officer (CIO) is responsible for managing and leading the Department of Information Services (IS) and its subdivisions: Division of Technical Services, Research & Program Evaluation Office, and Student Enrollment Office. Activities include presenting to various internal and external groups. Presentations by the CIO include evaluations, updates, and other materials developed by IS subdivisions for the Board of Education and its committees, management team, principals and building leadership, and other instructional and non-instructional staff throughout the district. The CIO staffs the Board's Planning & Development Committee. The CIO also participates in various decision-making and policy-guiding groups like Management Team, Board Liaison Team, and Core Instructional Alignment team. Based on the directions identified by these various groups, the CIO ensures that actions of IS staff align to district priorities.

Relationships to District Overarching Improvement Priorities

Each IS subdivision plays a role in various improvement priorities at the district, department and school level. These include the three-year Information and Technology Plan, *Building Our Future* plan, measures and goals for the School Improvement Plan (SIP) process, the Data Dashboard and its Early Warning

Systems, enrollment process improvement group, and Infinite Campus (IC) leadership group. Each of these improvement efforts is described under the appropriate division or office below.

Effectiveness / Evaluations

As manager and leader of IS's subdivisions, the office does not currently have a formally reported or monitored set of performance measures. The office will take a leadership role in the development of any program effectiveness measure for MMSD's support agencies, including IS itself.

Narrative of Budget Changes for 2013-14

All changes to the IS budget are attributed to its individual subdivisions below.

Major Highlights and Anticipated Challenges:

All of IS's major highlights and anticipated challenges are attributed to its individual subdivisions below.

Division of Technology Services

The Division of Technical Services provides the technical support, computing hardware and software tools, and data communications infrastructure required to support the district's instructional mission and administrative and business functions.

How We Do Our Work

The Division of Technical Services' work is done in collaboration with the major stakeholders in the district. This includes building principals, building technology teams, library media staff, individual teachers, curriculum coordinators, instructional technology coordinators and technology professional development staff.

Division staff includes technician supervisors, technicians, system support staff, and programming staff. The department staff works in collaboration with each other to support the following:

- User Support - Helpdesk
- Repair and maintenance of all district technologies
- Selection and purchase of instructional and administrative technologies
- Deployment and installation of district technologies
- District systems support (including gMail, Infinite Campus, internet access, internet filter, Moodle, Blackboard Collaborate, Drupal, Destiny - Library Catalog, SubFinder, Google Apps, Kronos, and SysAid)
- Local area networks (LAN's) at each site
- Wide area fiber network (MUFN)
- Virtual servers and mid-range servers
- Data storage and backup systems

- Programming support for Infinite Campus, Gui400, Munis, Drupal
- District system security for all technical systems
- Software/applications support
- Maintain disaster recovery preparedness

Relationships to District Overarching Improvement Priorities

The purpose of the Division of Technology Services Department, as outlined in the Information and Technology Plan, is to support the *Building Our Future* plan, new Wisconsin Information Technology Standards, the Common Core State Standards (CCSS), and the Smarter Balanced Assessment program.

Effectiveness / Evaluations

The Division of Technical Services is in a support role for other central office departments and school locations. As such, it does not currently have a formally reported or monitored set of performance measures.

Narrative of Budget Changes for 2013-14

The 2012-13 budget converted three microtech positions to permanent status and switched their funding from federal to local. Those local dollars were provided on a one-time basis in 2012-13. To maintain services levels, it is recommended funding for these positions be converted to permanent local.

Losing these positions would have noticeable negative impacts on the provision of technology support to MMSD schools, staff and students. These positions support 16 school sites – 12 are elementary, three are middle schools, and one high school as backup. However, the impact of these cuts would disproportionately hit middle and high schools because backups would have to be reallocated from these locations to ensure each elementary has an assigned microtech.

Without these positions, service response time would grow. Losing three positions means each remaining microtech would support up to 25% more devices.

Major Highlights and Anticipated Challenges:

Highlights

Major additions in 2012-13 included:

- Replacing 2,200 computer workstations across the district that reduced the computer replacement cycle to five years
- Implementing the iPad Initiative Plan in 10 Schools with 13 iPad Teams using 800 iPads to determine the effectiveness of this new technology in our schools

- Connecting 15 schools to the Metropolitan Unified Fiber Network (MUFN) (specifically Allis, Badger Rock, East, Emerson, Franklin, Jefferson, La Follette, Lake View, Lapham, Lincoln, Lowell, Memorial, Midvale, Nuestro Mundo, and Shorewood)
- Upgrading the wireless systems in all schools providing a significant increase in bandwidth to accommodate increased district wireless devices as well as staff and students bringing their own devices
- Replacing Local Area Network (LAN) switches in 20 schools bringing all wiring closet equipment to the same level

Challenges

The major challenge for the Division of Technical Services is in establishing a sustainable flexible budget for technology that will address the technology needs of our schools for the present and the future. Over the past several months a new MMSD Information & Technology Plan was developed. A funding source to satisfy the plan's recommendations has not yet been identified.

The Board reviewed the plan in December 2012 and January 2013. It is currently tabled pending their final approval and submission to the state Department of Public Instruction (DPI) in June 2013. The plan brought forward the concept of building a sustainable, flexible technology budget. The following description of the need for additional technology funding is from the new MMSD Information & Technology Plan.

The district needs to ensure a sustained and predictable funding strategy to provide the information and technology resources that will be needed to support teaching and assessing the Common Core State Standards (CCSS). Smarter Balanced Assessment creates a critical need for technology, because it will be administered in a computer-adaptive environment.

The division's budget is used to purchase and manage the technology in the district. However, the division budget was not originally established to be the major source of funding for technology. In order to meet district technology needs, several referendums were passed to provide extra funding for technology acquisition in the district. Since the last funds from the most recent referendum were spent during 2009-2010, there has not been an appreciable increase in the division budget to meet the growing need for technology throughout the district.

In order to plan effectively for the addition and replacement of technology throughout the district, it is recommended that a sustainable, flexible budget be created for the Technical Services Division. By doing this, long range plans can be made to use the funds creatively to meet the technology needs of the students and staff.

This plan asks for an increase in the budget of \$3.2 million above the 2012-13 budget for the next three budget cycles. In order to meet the goals of this plan, the division budget should remain at this level into the future barring any unforeseen change in the district budget.

The chart below outlines the budget changes detailed in the MMSD Information & Technology Plan.

Critical Need	Action	Change
1. Sustainable funding plan for technology infrastructure and hardware	<ol style="list-style-type: none"> 1. Develop a sustainable, systematic and flexible funding plan to replace and/or add new devices for instruction and assessment and to maintain existing equipment 2. Increase technology funding to 1.26% of total budget (an additional \$3.2 million per year) 3. Connect the remainder of the schools to MUFN 4. Add 2 FTE Technician/Micro-tech positions to reduce the ratio to 929:1 	<u>Budget</u> \$3,258,279 <u>Staff</u> \$161,910
2. Sustainable staff coordination of system data and information analysis	Hire a Data Manager/Application Development Supervisor position to oversee and coordinate data information systems across the district. The position is responsible for the following: <ul style="list-style-type: none"> • Database administration (primarily Infinite Campus) • Web applications • Data Dashboard ETL and content development • ISES, WSLS and other state reporting • Support of HR data systems • Support of Special Education programs • System programming 	<u>Staff</u> \$82,475

Research & Program Evaluation Office

The Research & Program Evaluation Office manages the student data warehouse and analysis tools for decision support for the district, departments, and schools; conducts program evaluations and other primary research projects; reviews requests to conduct research in the district by third parties; and handles enrollment and capacity projections and geographic/boundary planning and analysis.

How We Do Our Work

The Research & Program Evaluation Office is responsible for:

- Providing the Board of Education and district personnel with data updates and program evaluations that inform decision making
- Developing, maintaining and enhancing decision support technology tools, including the MMSD Data Dashboard
- Collecting, analyzing and interpreting data; communicating findings; and providing recommendations
- Coordinating some district-wide and large-scale surveys and analyzing the data from these surveys
- Designing and conducting program evaluations as directed by the Board and senior management
- Maintaining and tracking district and school attendance boundary changes, new housing developments, and enrollment projections
- Managing relationships with outside organizations like UW-Madison, other educational institutions, state Department of Public Instruction, and consultants to enhance the capacity of the district to conduct research and effectively use data
- Reviewing and approving all external requests to conduct research in the district by managing the External Research Committee process
- Responding to ad hoc data requests from district leadership, staff, and community members
- Maintaining an online library of reports and visual analytic tools produced by the office

Relationships to District Overarching Improvement Priorities

Building Our Future Plan – The Research & Program Evaluation Office is responsible for identifying and compiling progress measures for each of the strategies in the *Building Our Future* plan. This includes identifying the most relevant and available measures, appropriate and realistic goals by student subgroup, and the timelines and annual progress needed to achieve those goals. The office was also responsible for identifying the measures that speak to the district’s progress in four priority areas: Attendance, Behavior, Growth and Achievement.

School Improvement Plans – The office historically supported the School Improvement Plan (SIP) process by providing data to building leadership teams and central office staff. Recently, reports and graphic content have been added to the Data Dashboard to facilitate the SIP process. This includes generating rosters of students known to be headed to a particular location for the next school year, graphs and tables to provide each building with the same set of data as a starting point for their plan, and the identification of district goals that may be used to prescribe goals for each building location. This goal setting reflects the same district priority areas of Attendance, Behavior, Growth and Achievement.

Program evaluations, information papers and data updates – The office is developing research plans and a timeline for reviewing major programs. These include reading and other interventions, particular curricula, and support programs. In collaboration with other departments, the office is also developing a calendar of data updates and information papers for major district assessments, such as WKCE, MAP, EPAS, and PALS. The office is responsible for preparing data updates and information papers for major

district assessments. In addition, the office investigates research questions of interest at the request of the Board, district leadership, and community partners.

Five-year strategic plan – The office is responsible for tracking progress on the district’s strategic plan, which was driven by *No Child Left Behind*. The plan outlined a list of Key Performance Indicators (KPI). The office compiles annual updates for sixteen of these measures, referred to as the Core KPI. The four district priorities in the *Building Our Future* plan may be used as the foundation of a new district improvement plan. The office will provide staffing and leadership for the development of such a plan.

Effectiveness / Evaluations

The Research & Program Evaluation Office is in a support role for other central office departments and school locations. As such, it does not currently have a formally reported or monitored set of performance measures. The Data Dashboard does feature a user diagnostics page that is referred to regularly to monitor traffic using this critical data tool.

Narrative of Budget Changes for 2013-14

The Research & Program Evaluation Office has requested the reallocation of resources from two service contracts to create a new Program Evaluation Specialist-Entry position. This position would be responsible for:

- Updating the *Building Our Future* plan performance measures
- Updating the MMSD Data Almanac using various sources
- Publishing large datasets to the web, including new map-based applications
- Conducting and supporting program evaluations and data updates
- Preparing and administering district-wide surveys
- Conducting some ad hoc queries and statistical analysis of student data

Major Highlights and Anticipated Challenges:

Highlights

- Continued maintenance of and enhancements to the Data Dashboard. Recent enhancements include attendance, reports for special education and health staff, monitoring tools for data that feeds the DPI Accountability Report Cards, tools to help the SIP process, and large data rosters for current active students
- Refinement of training approaches and materials for the Data Dashboard
- Implemented Early Warning Systems as part of the Data Dashboard for high school, middle school, elementary (Grade 3-5), primary (Kindergarten-Grade 2), and 4K
- Published performance measures for the *Building Our Future* plan for each strategy in the plan and for the four district priority areas of Attendance, Behavior, Growth and Achievement
- Standardization of format and content of reports and creation of an online library of reports prepared by the office

- Refinement and standardization of the External Research Committee process to allow more accurate and useful decision making and project tracking
- Development of additional visual analytic tools to allow interactive exploration of MMSD data for broader audiences, including MMSD administration, school leaders, the Board, and the public

Challenges

- Training of end-users of the Data Dashboard through a partnership with Professional Development and Curriculum & Assessment will help School Support Teams (SST's) and building leadership in their review of student data and guide strategies to improve results
- The district must build capacity around preparing, conducting and using program evaluations. Program evaluations are long-term endeavors that include the collection and consideration of quantitative and qualitative evidence. They require sufficient time and staffing to develop a deep knowledge of the program being reviewed. The purpose of this knowledge is to provide answers to the Board regarding where a program may or may not be working, why it may or may not be working, and what to do about results that lag behind our goals or expectations
- The office will work over the summer of 2013 to support Facilities Management in their review and identification of strategies to address long-term overcrowding and space issues among MMSD's elementary schools

Student Enrollment Office

The Student Enrollment Office serves as the district registrar, monitors residency and guardianship functions, is involved in the maintenance, training, and use of student information systems, and coordinates internal transfer, lotteries and open enrollment processes.

How We Do Our Work

The Student Enrollment Office is responsible for:

- Verifying residency and guardianship of student applicants
- Coordinating the internal transfer, Tuition Waiver, and Open Enrollment programs
- Managing student records issues including access to, maintenance of, and retention of student records
- Creating a wide variety of reports to state, federal and city agencies related to student data, including those concerning financial aids based on student enrollment and attendance
- Training school-based staff on registration/enrollment procedures
- Supporting and managing all major student information systems, especially Infinite Campus (IC), through collaboration with Technical Services, Curriculum & Assessment, other central office departments and school building staff
- Conducting and coordinating school lotteries

Relationships to District Overarching Improvement Priorities

The Student Enrollment Office is responsible for all major student information systems, especially Infinite Campus (IC). Because of this, the office plays a key role in the provision of student data including enrollments, school capacity calculations, data used to develop various improvement plans like the *Building Our Future* plan and school improvement plans, program evaluations and data updates, and reporting to the state.

Effectiveness / Evaluations

The Student Enrollment Office is in a support role for students, their families, and all MMSD school locations. As such, it does not currently have a formally reported or monitored set of performance measures.

Narrative of Budget Changes for 2013-14

IS requests the reallocation of limited funds to cover various enrollment process improvements, such as temp coverage for phones and email, advertising and community outreach, and security coverage at high schools during peak enrollment periods.

Major Highlights and Anticipated Challenges:

Highlights

- Attended the Infinite Campus Interchange to keep current with changes in that system
- Attended training at Infinite Campus as we prepare for the statewide student system
- Made refinements to the online enrollment system and enrollment/registration process overall
- Worked with the DPI as the state begins implementation of the statewide student information system
- Created online enrollment for summer school and summer enrichment programs
- Registered students for Four-Year-Old Kindergarten, reviewed space availability, and assigned students to locations
- Worked with Curriculum & Assessment on aligning scheduling of courses for Rtl and core curriculum

Challenges

- Implementing any legislative changes that maybe passed in regards to charter and voucher programs
- Enhancing use of the online registration program for parents and better description of questions for both parents and schools so they understand each question
- Improving the Dual Language Immersion lottery process

- Improving the consistency of scheduling practices and the use of course descriptions and state reporting fields among middle and high schools. This will help facilitate future program evaluations and other reviews of student data.
- Increasing use of online forms such as Athletic High School non-public school enrollment forms and Dual Language Immersion (DLI) applications
- Implementing a universal internal transfer warning and revocation system
- Continuing implementation of recommendations from the Enrollment Process Improvement work group including hosting pre-enrollment open houses to help families with online enrollment and provide language support, incorporating additional Enrollment Office staffing during the enrollment period to handle the volume of phone and email contacts from families and staff, furthering inter-departmental cooperation and promoting consistent enrollment processes among MMSD schools

Department of Human Resources

Background / Information / Description

The Department of Human Resources encompasses five divisions. The five divisions provide complete Human Resources services to all of the district's employees so that they may fulfill the educational mission of the district. The department is made up of the following:

- Administration
- Benefits
- Employment
- Labor Relations
- Payroll

How We Do Our Work

- Monthly staff meetings with all administrators of the department
- Monthly staff meetings of division managers with their employees
- Periodic meetings with the Superintendent and the Labor Relations Division to discuss pending labor issues.
- Weekly meetings with the Benefits Manager and Payroll Supervisor to discuss issues/trends
- Bi-weekly meetings with the Employment Manager to discuss issues
- Membership in various local, state and national human resources organizations
- Continuing education in all divisions
- Continuing education of Labor Relations personnel for license renewal
- Various consortium alliances with other area school districts

Relationships to District Overarching Improvement Priorities

Through our Benefits, Employment and Labor Relations divisions, we strive to fulfill the strategic priority of recruiting, developing and retaining a highly competent workforce that reflects the diversity of our students. Within the last few years, we've been able to recruit and hire a substantial number of high quality minority staff who will hopefully be very long-term employees.

Through the efforts of all of our divisions, we seriously accept the strategic priority of fiscal responsibility by negotiating the very best contracts with our suppliers and employee unions. We are constantly trying to improve our efficiency and effectiveness in all of our responsibilities.

Effectiveness / Evaluations

Each year we review the performance of critical areas in our department. The Employment Division conducts an annual survey with principals and other hiring authorities as to the effectiveness of the hiring processes. The Benefits Division has also conducted employee surveys in the past concentrating on the quality of the benefits we offer as well as the customer service we provide.

Division Information - Administration

The Administration Division is responsible for the district's entire Human Resources operation and specifically works most closely with the administrators' group.

Budget

Major Non-Salary Expenditures

Consulting Services (Gallup)	\$168,300
General Supplies	\$ 26,928

Major Division Highlights and Anticipated Challenges:

The state budget, the Budget Repair Bill, implementation of the new software package, and negotiating successor agreements to the collective bargaining agreements have had a major impact on the district and staff in the last year. Many changes in the manner in which we do business have affected employees' jobs and compensation. We anticipate that more changes will occur in the next year. One of the major challenges will be the anticipated extensive changes in the collective bargaining law. The district will need to implement a district handbook or policy manual to cover all employees. This will be a major project in Human Resources. We will strive to administer the necessary changes in a humane and respectful manner. Another major piece of legislation that will occur in 2013-14 will be the Health Care Reform Act which will have a significant impact on our Benefits Division, our employees and our budget.

Division Information - Benefits

The Benefits Division manages, educates, communicates, contracts and maintains legal compliance of all employee benefits programs such as insurance plans, time-off-with-pay programs, leaves of absence and retirements.

Major Division Highlights and Anticipated Challenges:

The 2012-13 school year was a year of health insurance changes. WPS had been our most expensive and least utilized plan for a number of years. We were able to negotiate ending WPS coverage on June 30, 2012, saving the district about \$5 million. The three options of GHC, Dean, and Physicians Plus covered most of the providers in the area at a lower rate. In late June 2012, Physicians Plus announced they would no longer allow direct access to the UW network. To maintain access to the UW network we needed to add Unity Health Insurance, but Unity would not allow dual access with Physicians Plus. We

were able to negotiate Unity to a 6-month dual choice allowing Unity to be added January 1, 2013, and Physicians Plus to end June 30, 2013. We have had an Open Enrollment/Choice period for Health Insurance each year in October. Due to these changes we have had 3 open enrollment periods in less than one year affecting 400 to 650+ people each time.

National Health Care Reform continues to be implemented in stages and some aspects have not been finalized, but are due to be rolled out in the coming year. In the 2012-13 year we had a few mandated health plan coverage changes and we added the cost of health insurance to the W-2's for the 2012 calendar year. In addition, the costs associated with National Health Care coverage have started to impact our insurance rate increases. Our rates for July 1, 2013, included at least a 1% to 1.5% increase due to Health Care Reform mandates. Early estimates indicate 2014 increases could be as much as 30%.

Division Information - Employment

The Employment Division is responsible for hiring all employees, ensuring that all employees who need licenses are in compliance, issuing and retaining employment contracts, and placing substitute teachers in our classrooms. This division builds the foundation of the employee database which drives the payroll and benefits systems and interfaces with the budget for all employees of MMSD. This division completes all pre-employment processes for new hires. This division works directly with all principals and administrators to prepare and maintain their staffing plan in compliance with applicable collective bargaining agreements.

Budget

Major Non-Salary Expenditures

Unemployment Compensation	\$233,570
Background Checks	\$199,901
Substitute Teacher Training	\$ 26,807
Advertising	\$ 22,241

Major Division Highlights and Anticipated Challenges:

Employment remains extensively involved with the conversion and implementation of the Munis System. Writing more than 600 reports in the new software and continued optimization of all features has a tremendous impact on workload. Bilingual and diversity recruitment continues to be a priority and a significant challenge due to an extreme shortage of certified candidates. A comprehensive recruitment plan was presented to the BOE in February. Partnerships with ULGM and LaSup in this work have been beneficial. We will continue to evaluate the effectiveness of each recruiting event to inform continued efforts.

Division Information - Labor Relations

The Labor Relations Division is responsible for negotiating collective bargaining agreements, administering day-to-day labor relations, being a resource for administrators with employee issues, advocating for the district in various hearings and acting as the principal district legal counsel in labor relations proceedings, including arbitration hearings and hearings before the Wisconsin Employment Relations Commission. Labor Relations performs legal research for the superintendent or the BOE, as needed, and for internal HR administrators about legal/labor contract interpretation issues. We supplement investigations performed by outside counsel and provide necessary assistance in harassment complaint investigations. Labor Relations attorneys back up the Expulsions Coordinator in expulsion hearings as needed.

Budget

Major Non-Salary Expenditures

Judgments & Settlements	\$80,413
Litigation & Arbitration	\$17,538

Major Division Highlights and Anticipated Challenges:

With the guidance of the Mediation Research & Education Project at the Northwestern University Law School, we are continuing to use grievance mediation as a way to resolve MTI grievances. The process involves both MTI and District Labor Relations discussing the merits of the grievances in front of a trained mediator who is a professional grievance arbitrator. The mediator assists the parties by reviewing the grievance, exploring potential resolutions, and pointing out the potential for success or failure by proceeding to the arbitration step. The Project enjoys a high rate of settling grievances amicably between the parties in a variety of organizations. The benefits will be good resolutions at a much lower cost than arbitration. In addition to this, district personnel and MTI staff have monthly meetings to discuss current issues and grievance settlements. Labor Relations has implemented a project that will enable new employees to receive necessary harassment training online versus having to travel to an east side or west side location to get the training in-person. The online training is currently available. Labor Relations has monthly labor/management meetings with Local 60 to discuss and resolve issues affecting the custodial and food services bargaining units.

Division Information - Payroll

The Payroll Division is responsible for ensuring that all the district’s employees are accurately paid in a timely manner.

Budget

Major Non-Salary Expenditures

General Supplies	\$11,217
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Major Division Highlights and Anticipated Challenges:

Payroll consistently works to improve processes and communications with our employees and third parties. After meeting the go-live date of April 1, 2012, all 2012-13 fiscal year payrolls were processed using Tyler-Munis Software. Munis Software replaced the Lawson Human Resources Information System. Due to a very aggressive timeline for implementation and the inability to test most anticipated scenarios, there continue to be challenges when payrolls are processed. Payroll processing requires more staff effort to complete, but efficiencies and knowledge are gained as each month passes. Payroll has regularly scheduled meetings with the Accounting staff to address the inter-related issues that come up. Munis has the ability to electronically deliver direct deposit advices to employees and it has been rolled out to several groups of employees to test the system. It is anticipated that most staff will receive an e-mail notification of the payroll information starting with the 2013-2014 school year.

The passage of Wisconsin Act 10 and Act 32 continue to affect the Wisconsin Retirement System (WRS) and its reporting requirements. Several WRS forms were issued and then revised during the fiscal year. The division monitors updates from WRS to ensure that all changes and submissions are done in a timely manner and in accordance with the laws.

Payroll had significant personnel changes. Two long-time Payroll Specialists retired and former Payroll Supervisor Sarah Love departed in the 2012-2013 fiscal year. A great deal of institutional knowledge was lost when these employees left the staff. New employees have joined Payroll and training continues for the entire division.

During the 2012-13 fiscal year, Payroll ran a total of 113 payrolls and created Form W-2 for 7,291 employees.

Division Information - District Wide Human Resources

The Human Resources Department is responsible for budgeting the salary and benefit expenses for substitute secretaries needed throughout the year in our schools.

Major Non-Salary Expenditures

Substitute secretary wages	\$88,016
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Major Division Highlights and Anticipated Challenges:

Human Resources wants to ensure that substitute secretaries are trained and able to fill in for school secretaries as needed.

Department of Business Services

Background / Information / Description

The Department of Business Services encompasses six divisions. These six divisions work to provide a full range of services to support the instructional operations of the district and to be in direct support of our schools. The department is made up of the following:

- Assistant Superintendent
- Administrative Services
- Budget Planning and Accounting Services
- Building Services
- Food Services
- District Wide

How We Do Our Work

Assistant Superintendent

Fiscal Management: Directs, supervises, and exercises responsibility for all business services functions.

Budget Management: Provides forecasting, and development of the yearly fiscal budget for the entire district. Also includes the study and analysis of programming and funding opportunities and their impact on the district while keeping abreast of changes in economic, social, demographic, industrial, community, and governmental focus.

Administrative Services

Purchasing, Receiving, Warehouse and Delivery Services: Responsible for all purchasing (except Building Service's purchasing), receiving, warehouse, school mail, daily delivery and library media processing functions for the district ; responsible for record retention; and disposal of surplus equipment.

Printing Services: Prints forms, envelopes, administrative reports, school handbooks, middle and high school report cards and progress notes, teacher contracts, and the District Staff Directory. Provides high-speed copy services to district staff.

Transportation Services: Coordinates daily transportation needs for approximately 12,000 students each day including coordination of special transportation needs of various student groups (i.e. Homeless, ESL, Special Education, Early Childhood, etc.)

Budget, Planning and Accounting

Financial Services: Provides accounting functions that include approximately 150 accounts payable checks written per day; daily cash receipt processing and deposit; processes employee reimbursements; e-business payments and reports; invoices and accounts receivables; record and track district capital assets; school-based accounting, bank balancing, auditing and full range support to school staff; internal/external reporting for staff, Department of Public Instruction, Federal, State and grant claims; monthly balancing of approximately 53 bank accounts; yearly external financial audit support; 1099's and full-range support to schools and staff.

Budget & Planning: Provides assistance with school and departmental budgets and reporting tools. They also manage and create the district's account numbers based on the Department of Public Instruction guidelines; manage staffing allocations.

Risk Management: Coordinates and reviews all property and liability insurance claims for the district.

Building Services

Building Operations: Provides janitorial services, grounds maintenance, deliveries, snow plowing, athletic field maintenance, furniture repair, 2-way radios, pagers, storage of surplus items, trash hauling, recycling programs, vehicle maintenance, safety, parking lot maintenance, playground equipment, energy management, and fire code compliance.

Building Maintenance (and Construction): Maintaining the physical structures (4,581,954 square feet; 693 acres; average building age of 45 years) including heating, ventilation and air conditioning, electrical, painting, carpentry, roofing, and plumbing systems. Other specialized areas of responsibility include hazardous materials compliance, all asbestos maintenance, indoor air quality, telecommunications, key control, security systems, utilities management, signage, all new construction, renovation, and land development for long range planning. Building Services is responsible for design, construction, oversight, and code compliance on all building projects.

Building Improvements: Building Services provides engineering support, drawings, specifications, construction estimates, and construction administration for building improvement projects funded by alternative means. Work with city agencies on potential new school sites, and providing input on city development and its impact on neighborhood schools.

Safety: Review of student and employee injuries related to the physical environment. Conduct annual safety inspections, and manage district safety committee. Response to hazardous material issues. Liaison with city and state departments of health. Conduct all bomb searches.

Food Services

Provides meal services to students and staff within the school district. The Division operates five programs to meet the needs of our customers: the U.S.D.A. Breakfast Program, the U.S.D.A. Lunch Program, the Ala Carte Program, the U.S.D.A. Snack Program and the U.S.D.A. Summer Food Program. On average the division produces over 20,000 meals per school day and 2,500 meals a day during the summer. Annually the Food Service Division processes approximately 12,300 applications for free or reduced priced meals each year.

District Wide

The District Wide Division includes the following responsibilities: Board Secretary/Clerk Designee, Custodian of Records, Debt Service, Contingencies, Salary Savings, and School-Based Projects.

Relationships to Strategic Plan

Through proven business practices, the Business Services Department supports all aspects of the district's mission, vision, and strategic priorities. We facilitate the use of resources efficiently and strategically in day-to-day operations and short- and long-range planning. We work to provide safe and welcoming learning environments from the first step on the bus, to the last child dropped off at home each evening.

Effectiveness / Evaluations

The effectiveness of each of the programs in the Department of Business Services is measured by:

- Audit statement and management letter
- Budget Report to Department of Public Instruction
- Annual Report to Department of Public Instruction
- Fall (October) Budget Update and Tax Levy Report
- Budget and Profile
- Monthly Finance Reports to the Board of Education
- Building Services maintain the following reports:
 - Work Orders – days to close
 - Custodial Inspections
 - Facility Assessment
 - Parking Lot Survey
 - Playground Surface Survey
 - Playground Equipment Survey
 - Asbestos Hazards Emergency Response Act (AHERA) Reports

- Americans with Disabilities Act (ADA) Evaluation
- Feedback
- Internal audit of procedures

Major Division Highlights and Anticipated Challenges:

Highlights

- The Administrative Services Division has a need to add a 1.0 FTE Clerical Technical position in 2013-14 to assist with Transportation functions due to the increase in services provided from the addition of 4-K and the growing population of homeless. This position is funded through a reduction in clerical in Budget, Planning and Accounting. There will be 1.0 FTE less Intermediate Clerical for processing Accounts Payable.
- Risk Management continues to maintain the basic needs of the district by filing claims for liability, scheduling facility visits with the insurance company, complying with legal requirements to bid insurances, and collaborating with Human Resources on Worker's Compensation claims. The District would like to take a more active roll in being proactive with ways to prevent claims, thus dropping our insurance rates. The 2013-14 proposed budget would allow for a 1.0 FTE Safety and Security Coordinator.

Challenges

- The overriding challenge for the Division of Business Services will be with assisting the new Assistant Superintendent for Business in developing our vision and goals.
- Building Services is responsible for maintaining the buildings and grounds of the Madison Metropolitan School District. This encompasses a wide range of responsibilities and services. Some of the less discussed areas of responsibility include pagers, cell phones, security cameras, truck deliveries, pest control, indoor air quality investigations, RFP development, project estimating, archive management, fire safety and security alarms. Building Services has a legal responsibility to comply with over 133 local, state and federal mandates.
- The Division of Building Services continues to be challenged budgetarily to have enough funds for the projects in the Facility Reinvestment Report.
- Building Services has lost 55 positions in last several years. Maintaining the level of service expected by building occupants is a challenge annually
- The 2013-14 school year will continue to bring changes from the U.S.D.A., related to our breakfast, lunch, snack, dinner and summer meal programs. We will look to modify and implement menus changes, to address the additional mandates brought forward by the Federal Government. Food Services will also continue to look for innovative and collaborative ways to serve home grown foods.

Department of Madison School & Community Recreation

Background / Information / Description

MSCR, a department of the MMSD, is Madison's public service recreation department that has served the community since 1926. It is the lead provider of a wide range of accessible programs and leisure opportunities for students and community members of all ages. MSCR's mission is to "enhance the quality of life for individuals in the Madison Metropolitan School District and for the community by providing recreation and enrichment opportunities year-round that are accessible to all."

MSCR encompasses five divisions which provide hundreds of neighborhood-based programs for the community and for MMSD students at over 100 different community locations, including schools, senior centers, City of Madison parks, and in various community facilities.

1. MSCR Operations
2. MSCR Outreach
3. Youth Community Based Programs and Services
 - a. Art and dance classes
 - b. Summer day camps and programs for elementary, middle and high school aged youth
 - c. Sport leagues, skill classes and camps
 - d. Swim lessons, group swim lessons, open and lap swim
 - e. Inclusion services for youth with disabilities
4. Youth School Based Programs and Services
 - a. Elementary School Based Programs
 - I. Safe Haven After School Child Care
 - II. Safe Haven Summer Camps
 - III. Community Learning Center (CLC) grant programs (enrichment and academic support)
 - IV. After School Academic Centers for Excellence (ACE)
 - V. Supplemental Services for schools in need of improvement
 - VI. Summer Recreation and Enrichment Centers (SREC)- supporting summer extended learning

VII. Inclusion services for youth with disabilities

b. Middle School-Based Programs

- I. Youth Resource Centers (YRC)
- II. After school sports
- III. After school clubs
- IV. Inclusion services for youth with disabilities

c. High School Programs

- I. After school sports
- II. After school clubs
- III. Inclusion services for youth with disabilities

5. Adult Community Programs and Services

a. Arts & Enrichment – art, pottery, dance, cooking, educational classes

- I. Adaptive programs for adults with disabilities
- II. Outdoor (pontoon boat and ski programs)

b. Fitness, Sports, Health and Wellness

- I. Non-league, recreational sports
 - i. Badminton, basketball, volleyball, table tennis
- II. Fitness, health and wellness programs for adults age 18+
- III. MSCR/Goodman-Rotary 50+ Fitness – fitness, health, nutrition and wellness classes
- IV. Sport leagues
 - i. Baseball
 - ii. Basketball (men's, women's)
 - iii. Softball (men's, women's, coed)
 - iv. Volleyball (men's, women's, coed)
 - v. Kickball
- V. Aquatics- Swim lessons, open and lap swim, aquatic fitness, masters swimming

Other areas under the direction of MSCR Executive Director:

1. Office of Facility Rentals

How We Do Our Work

Monthly meetings of administrators deal with overall departmental issues, including planning, budget development and problem solving. We also hold monthly program area team meetings led by administrators which include full-time staff from all work groups and monthly meetings of all regular MSCR staff. These meetings include professional development, sharing information, problem solving,

networking and communication across all program areas. Monthly meetings of program support staff are held to work on office issues: registration, marketing, internet registration, office management issues. The Annual Professional Development Day includes team building, personal and professional development, and wellness organized by the MSCR Staff Development Team. Regular communication between MSCR Executive Director, Building Services, and athletic directors prioritizes capital improvements of facilities used by the community through rentals and MSCR. Staff committees work on 1) Staff development, 2) Strategic planning, 3) Wellness, and 4) Racial equity. Coordinating meetings of the MSCR Citizen's Advisory Committee and the Friends of MSCR, recruiting and maintaining membership on this committee. We work with community agencies to better meet community needs by making the best use of limited resources.

Relationships to District Overarching Improvement Priorities

MSCR programs and services are guided by a comprehensive MSCR Strategic Plan with multiple implementation steps. MSCR programs support the District strategic plan as follows:

As a department of the Madison Metropolitan School District (MMSD), MSCR will:

1. Support the Mission of MMSD by:
 - a. Cultivating the potential of every student through provision of arts and enrichment, sports and after-school programs.
 - b. Enhancing academic excellence and love of learning in youth through tutoring and enrichment programs.
 - c. Engaging students positively during after-school hours in activities that build self esteem, improve social behavior, and develop students to their full potential.
 - d. Serving as the designated Supplemental Services provider for schools not meeting Annual Yearly Progress (AYP).
 - e. Providing wrap-around programming for students in pre-K through grade 8 enrolled in summer school.
 - f. Utilizing program curriculum that teaches the value of community service and civic engagement.
 - g. Embracing the full richness and diversity of students by reflecting diversity through staffing, programs and professional development.
 - h. Developing global citizens through program curriculum, youth leadership development and job training programs.
 - i. Providing a full range of inclusion options for students with disabilities.
 - j. Showcasing public schools as vibrant learning and activity centers for people of all ages.

2. Provide Programs Meeting Expressed Community Needs That:
 - a. Promote the benefits of and engages the entire community in life-long learning and leisure.

- b. Are responsive to community needs in a variety of facilities including schools, community centers and private facilities.
 - c. Are high quality and well attended, representing participants from all Madison neighborhoods.
 - d. Reflect racial, cultural and socio-economic diversity of Madison through staffing, programming and participation.
 - e. Are coordinated with other governmental agencies and community based organizations.
 - f. Promote fitness, health, wellness, creativity and personal growth.
3. Pursue Resources For Programs Through:
- a. Volunteer recruitment, training, placement and evaluation.
 - b. Support from grants and foundations and donations from businesses and individuals.
 - c. Partnerships with community based organizations and other governmental agencies.
 - d. A fee structure that reflects affordability and responsible fiscal planning.
4. Model Leadership in the Recreation Field and in the Community by:
- a. Promoting the individual, community, environmental and economic benefits of recreation.
 - b. Participating in local, state and national professional organizations.
 - c. Sharing knowledge, expertise, and staff resources.
 - d. Seeking opportunities for public recognition and improved awareness of MSCR.

Effectiveness / Evaluations

Effectiveness of each program area within MSCR is evaluated by the supervisor in charge of the area. Evaluation consists of ongoing feedback from participant evaluations on Survey Monkey, staff evaluations, review of program enrollment and participant retention data. Needs identified by the community and/or other agencies are used to address changes or additions to programming (e.g. Meadowood Neighborhood Center, Badger Rock Middle School). For grant funded CLC programs, a formal evaluation and State of Wisconsin DPI report is required annually to assess program effectiveness in meeting grant goals. MSCR utilizes feedback from the community via the MSCR Citizen's Advisory Committee and through comments to via the MSCR website.

Narrative of Budget Changes for 2013-14

There are several changes in the MSCR budget to accommodate new initiatives and to account for growth in various programs. Most are being handled within the cost-to-continue budget. Additional funding will be needed for 2.0 FTE to manage Community Learning Center grant programs at Sandburg and Leopold if these sites are funded. An additional 0.7 FTE is needed to create a full time position within MSCR to manage experiential education and community access to MMSD ropes courses.

Major Highlights and Anticipated Challenges:

Highlights

New initiatives include a Fit 2 Go Van for fitness and activity outreach in underserved areas of Madison and expansion of the Meadowood Neighborhood Center.

Challenges

1. Program revenues are impacted by the economic climate. MSCR balances the need to collect revenue through fees and the need to remain affordable and accessible to the public.
2. Potential reduction of community learning center (CLC) grant funds due to sequestration.
3. Fluctuating reimbursement to MSCR from Dane County Department of Human Services for childcare services to low income families. Reimbursement rates are based on individual program ratings from the state's Young Star Child Care Rating System. Ratings of 3 stars are maintained when MSCR is able to hire staff with the required education. When staff don't have the required education, programs cannot be rated higher than 2 stars, even when all other requirements are met, and this reduces Dane County reimbursement to MSCR by 5%.
4. Difficulty collecting child care co-pays from low income families receiving Dane County child care assistance. The working poor who are receiving child care assistance often do not have the financial means to pay the required co-pays.

General Administration Office of the Superintendent and Board of Education

Board of Education and the Office of the Superintendent

The Board of Education and Office of Superintendent provides General Administration and support services to all other divisions in accomplishing the educational mission of the District.

How We Do Our Work

The Superintendent meets weekly with the Chief of Staff, Assistant Superintendent for Business Services, Director of Human Resources, Special Assistant for Diversity and Equity, and the Assistant Superintendents for Elementary Schools and Secondary Schools. These meetings provide an opportunity for the staff members to brief the Superintendent on the major issues facing their department or area of responsibility.

The Management Team, composed of the heads of the departments, Special Assistant to the Superintendent and Manager of Community Engagement and Public Information, is the major administrative decision making body of the district. The team meets weekly and collaboratively makes decisions about all major administrative issues in the district. The work of the Management Team is coordinated by the Chief of Staff.

The Core Instructional Alignment Team composed of the Superintendent, Chief of Staff, Assistant Superintendent/Elementary Schools, Assistant Superintendent/Secondary Schools, Executive Director of Student Services, Executive Director/Teaching and Learning, Executive Director/Educational Services, Director of Literacy and Government Programs, Director of Equity and Student Achievement, Deputy Superintendent, Director of Early and Extended Learning, Coordinator for Talented and Gifted, and Coordinators for Office of Multilingual and Global Education meets weekly to discuss major instructional issues in the district. The CIA provides the coordination across the instructional departments that allow us maintain our focus on all aspects of the District's performance in increasing student achievement. The group is facilitated by the District Professional Development Coordinator. Agendas are planned through the Superintendent's office. For the 2013-14 school year, the Core Instructional Alignment Team will continue to coordinate the implementation of *the Building Our Future* Plan to Close Achievement Gaps and work to develop a district improvement plan.

The Board Liaison Team (BLT) meets weekly to review Committee and Regular Board meeting agendas and to coordinate the information needed for Board decisions. The BLT is composed of the Superintendent, Chief of Staff, Assistant Superintendents of Schools, Board Committee Liaisons, General Counsel and Assistant Superintendent for Business.

The Board Officers (President and Vice-President) meet with the Superintendent and Chief of Staff weekly to set the agenda for future Board meetings and review current issues facing the District.

Relationships to District Overarching Improvement Priorities

The General Administration Department has responsibility for the leadership of the District. This is accomplished through working collaboratively with all departments to develop strategies to address the District's Overarching Improvement Priorities and the *Building Our Future* Plan to Close Achievement Gaps and closely monitor the results of implementing strategies to make adjustments and changes as needed to insure success. A new cycle of strategic planning process will be initiated for the 2013-14 school year.

Effectiveness / Evaluations

The General Administration's effectiveness is measured by the results of the work of the various departments. The Department results are published in a number of reports that are available in hard copy and on the Madison Metropolitan School District website www.mmsd.org. Specific reports are referenced within each individual department report.

Overall district effectiveness is measured by how well students are meeting the Board of Education goals described for 2012-2014 in the District Overarching Improvement Priorities and the *Building Our Future* Plan to Close Achievement Gaps:

- Attendance
- Reduction in Behavior Referrals and out-of-school suspensions
- Academic Growth for all students as measured by critical district and state assessments
- Consistent Increase in % of district students meeting or exceeding Academic Achievement benchmarks

The Office of the Superintendent is responsible for the general direction and oversight of all District functions including:

- Administering Board of Education Policies
- Leading and supervising instruction in all schools according to Board of Education policies and directives, the laws of the state of Wisconsin, laws and regulations of the United States and regulations of the Wisconsin Department of Public Instruction
- Recommending policy changes
- Recommending all staff appointments, promotions, demotions and dismissal
- Providing leadership for the administrative, instructional and non-instructional staff
- Preparing and recommending an annual budget for the Board of Education
- Managing the financial and other assets of the Board
- Ensuring the safety and security of schools
- Managing the expulsion process

The Board of Education:

- Is responsible under statute for the governance of the school district
- Establishes policies and procedures for the District

- Provides final approval for all personnel issues
- Approves the yearly budget
- Evaluates the Superintendent of Schools.

Narrative of Budget Changes

There are three major changes in budget for the Superintendent's office has been the creation of the addition of the Chief Diversity Officer and the development of the Diversity and Equity Department. In addition the former Media Production Division has been redeveloped and is now the Division for Community Engagement and Public Information.

In addition the monitoring of the *Building Our Future* Plan lies with the Superintendent's office. Safety and Security budgets have remained consistent. The major expense of the Board of Education for the 2012-13 school year has been the search for a new superintendent.

Highlights and Anticipated Challenges:

Highlights

Three major focuses for the 2012-13 school year have been:

- Building relational trust
- Solidifying a guaranteed and viable curriculum in literacy
- Creating a district Partnership Policy

The success in building trust is measured by the accomplishment of the second two priorities. The work toward establishing a viable K-12 Literacy Curriculum has taken giant steps. The Board adopted a new Partnership Policy that will be invaluable in creating successful partnering ventures with our community and beyond.

In addition, a major focus of the spring of 2012-13 school year involved the transition to a new superintendent.

Challenges

The key challenge facing the District is to ensure a focus on the improvement of learning for all students while we work to eliminate achievement gaps for specific groups of students. Going forward, this work will be accomplished through the implementation of the *Building Our Future* Plan and reaching the District's Overarching Improvement Priorities.

There are current state budget implications that pose a threat to Public Education and the MMSD. The effects of vouchers and charter school changes are just being analyzed. Other provisions in the proposed budget will have impact on our enrollment and budget.

Another significant challenge lies in what we have called "The Changing Landscape of Education". Four significant initiatives along with several mandates are to be in place by 2014-15 and have become a significant part of our improvement efforts:

- Implementing a Multi-tiered System of Support
- Implementing Balance Assessment
- Implementing a new Educator Effectiveness evaluation system
- Aligning Curriculum with the Common Core State Standards

These initiatives are well underway and the landscape will continue to change as we move into full implementation.

The following departments or divisions are located within the Office of the Superintendent.

Chief of Staff

- Safety and Security
- Community Engagement and Partnership Information
- Diversity and Equity (shared with Deputy Superintendent)
 - *Building Our Future* Plan (shared with Deputy Superintendent)

Chief Diversity Officer

Deputy Superintendent

- Grants
- *Building Our Future* Plan (shared with Chief of Staff)
- Curriculum and Assessment
- Professional Development
- Talented and Gifted

Legal Services

- Affirmative Action Federal
- Expulsions (Also coordinated through Student Services Department)

Literacy and State and Federal Programs

- Literacy Initiative Coordination
- Federal Grant Management

Chief of Staff

Background / Information / Description

For the 2012/13 school year, the Interim Superintendent restructured Management Team to include a Chief of Staff. The Office of Chief of Staff is responsible for the Diversity and Equity Department (shared with Deputy Superintendent), Safety and Security, implementation of Building Our Future Plan (shared with Deputy Superintendent), and Community Engagement. Other areas of responsibilities include communication with members of the Board of Education, developing a partnership policy, and providing direct support to the Superintendent as needed. The Chief of Staff is appointed to the City of Madison Education Committee.

How We Do Our Work

The Department of Diversity and Equity is a new department and has been mostly led this year by the Director of Equity and Student Achievement. The Department participated in a monthly series of meetings and retreats for the purpose of establishing vision, roles, and responsibilities and an effective organizational structure. The Chief of Staff, Deputy Superintendent, and Interim Superintendent have also helped coordinate this work.

Safety and Security efforts are led by the Coordinator of School Security. It is our belief that the safest schools are those that foster a climate of support and respect and that instill a sense of community among its students, families, and staff. Areas of responsibility and activities include building security, staff training, crisis management, reaction to community events, collaboration with police, courts, and community agencies, employment of Educational Resource Officer, employment of School Security Assistants, and utilization of MMSD emergency procedures in all schools.

The Building Our Future Plan was approved by the Board of Education in June of 2012. It consists of six chapters: Instruction and Support, College and Career Readiness, Culturally Relevant Practices, Safe and Positive School Environments, Family Engagement, and Diverse and Qualified Workforce. Within these chapters, a total of 18 strategies are specifically designed to eliminate gaps in student achievement. Each section has an author who is responsible for the implementation of that strategy. The work has been coordinated by the Deputy Superintendent along with the Chief of Staff and Interim Superintendent.

The Community Engagement and Public Information Division develops opportunities for two-way communication with MMSD families, staff, and community; encourages participation in decision-making; produces and distributes communication pieces in multiple formats including print material, video, web, social media; serves as the district liaison to all news media; cultivates community partnerships; oversees the MMSD web presence; manages MMSD-TV cable channel; and coordinates the annual MMSD recognition program.

Relationships to District Overarching Improvement Priorities

The Diversity and Equity Department, Building Our Future Plan and Community Engagement Department represent new or revised focus on working with the community and closing the achievement gap. School safety has been a consistent priority of the district.

Effectiveness / Evaluations

The Diversity and Equity Department continues to grow, and we are still in the process of hiring staff and developing a framework. This year has been a time of heightened awareness around school safety, there have been no “major incidents” in schools this year. All of the activities in the Planning for Our Future Plan have clear outcome measures and are linked to the overarching priorities of attendance, behavior, growth, and achievement. A Summary of Activities was provided to the Board of Education in March. We have had greater parent participation in school events and community input sessions and an increase in interactions as measured by web, social media, and email traffic. There has also been an increase in accurate, positive news reports and feature stories about the district.

Narrative of Budget Changes for 2013-14

Major Highlights and Anticipated Challenges:

Highlights

An MMSD Equity Frame work was established and all instructional staff participated in a half-day training around Cultural and Linguistically Responsive Practices. New positions hired have focused on family engagement and culturally and linguistically responsive instructional practices. To date, new hires include four parent liaisons, one Instructional Resource teacher for Cultural Relevance-District, and one Instructional Resource Teacher for Cultural Relevance–School Based.

The Coordinator of Safety Services provides regular and ongoing training to MMSD staff and regularly presents to parent groups. He was part of training over 1,000 staff members in Crisis Management and Interventions. We continue a close partnership with the Madison Police Department and City of Madison. All schools are locked and have emergency procedures in place.

There continues to be a focus and community dialogue around closing the achievement gap. The activities outlined in the Building our Future Plan are at various stages of implementation. A specific highlight is the focus on literacy and the adoption of a core set of classroom materials in each classroom aligned to Common Core Standards.

The staff from the Department of Community Engagement and Public Information helped develop District guidelines for partnerships and a volunteer policy, successfully helped update the policy on distribution of non-school related materials, and facilitated focus groups to inform the development of guidelines for staff use of digital communications.

Challenges

A key challenge is to continue the systematic implementation of the district's Equity Framework through district-wide ongoing, job-embedded professional development in the coming year. This includes building capacity of department staff to lead and deliver professional content, including Danielson Framework for Teaching, Multi-Tiered Systems of Support, and Common Core State Standards.

There has been a significant increase in the demands placed on the Coordinator of School Security Services with the increase of security assistants, demands for training, demands for community education, and the need for 24/7 "on call" status. Additionally, there has been an increase in gang activity in Madison and an increase use of social media to organize and carry out conflicts.

The achievement gap is an extremely complex historical problem with no easy or single solution. It requires both a school and community coordinated effort. It requires significant changes in attitudes and practice. Closing the achievement gap requires focused resources and activities.

Educating district staff on the benefits of including stakeholders in the decision-making process and on the importance of developing communication strategies for the public continues to be a challenge.

Instituting the practice of stakeholder engagement as part of organizational culture will require staff training. A goal for the Community Engagement Division is to highlight examples of successful processes that have helped shift the culture and result in decisions overall. Another goal is to draft a set of guiding principles on community engagement.

Division of Community Engagement and Public Information

Background / Information / Description

The Community Engagement and Public Information Division develops opportunities for two-way communication with MMSD families, staff, and community; encourages participation in decision-making; produces and distributes communication pieces in multiple formats including print material, video, web, social media; serves as the district liaison to all news media; cultivates community partnerships; oversees the MMSD web presence; manages MMSD-TV cable channel; and coordinates the annual MMSD recognition program.

How We Do Our Work

The Director of Department of Community Engagement and Public Information works closely with the Chief of Staff to ensure that the communication work of the department is coordinated with the Board of Education and the Office of the Superintendent. The staff from the Department of Community Engagement and Public Information helped develop District guidelines for partnerships and a volunteer policy, successfully helped update the policy on distribution of non-school related materials, and facilitated focus groups to inform the development of guidelines for staff use of digital communications.

Relationships to District Overarching Improvement Priorities

During times of change, good communication is important. To see improvement, engaging people in the change is critical. All efforts toward improving attendance, behavior, growth, and achievement require solid systems for communication.

Effectiveness / Evaluations

Greater parent participation as measured by school events and community input sessions, increase in interactions as measured by web, social media, email traffic. Level of frequency and accuracy of news reports, increase in positive news reports and feature stories. Improved level of satisfaction of parents as measured by annual communications survey.

Narrative of Budget Changes for 2013-14

The 2013-2014 budget reflects the change in the division that began in 2011-2012 with an increased emphasis on community engagement and two-way communication. Funds have been shifted across object codes to reflect increased work in coordinating community events, and a decrease in media production. For example, funds were shifted from A/V equipment to printing, facilities rentals, etc.

Major Highlights and Anticipated Challenges:

Highlights

In 2012-13 the Office of Community Engagement and Public Information (CEPI) made inroads in improving stakeholder communications especially with parents with better, more strategic use of the parent notification system. A staff newsletter and family newsletter were launched. CEPI began to work with the Superintendent's office to regularly issue updates to media, staff, families and community leaders. Progress on the website redesign is underway. The department helped to craft district guidelines for partnerships, successfully updated the policy on distribution of non-school related materials to reduce the "backpack mail" load on teachers and facilitated focus groups to inform the development of guidelines for staff use of digital communications. The department made progress toward changing district culture to ensure stakeholders have an opportunity to weigh in on district issues.

Challenges

Educating District decision-makers on the benefits of including stakeholders in the decision-making process continues to be a challenge. Instituting the practice of stakeholder engagement as part of the organizational culture will require support from the Superintendent and an investment of time in several key issues. A department goal is to highlight examples of successful engagement processes that have helped to shift the culture and result in better decisions overall. Another goal is to draft a set of guiding principles and a Board policy on community engagement.

Background / Information / Description

The Department of Diversity and Equity is a new MMSD department. It includes two divisions under the direction of the Director of Equity and Student Achievement. One full-time administrative clerk supports the department.

1. Division of Equity and Student Achievement

- Professional Development Coordinator (1 FTE - vacant)
- Instructional Resource Teachers for Cultural Relevance (4 FTE)
 - District
 - Elementary - Teacher Leader
 - School-Based
 - African American Student Achievement (vacant)
- Multicultural Services Coordinator (4 FTE)
 - La Follette High School
 - East High School
 - West High School
 - Memorial High School

2. Division of Equity and Family Engagement

- Family Involvement Instructional Resource Teachers (4 FTE)
 - African American
 - Hmong
 - Latino
 - First Nations
- Parent Liaisons (4 FTE)
 - Leopold
 - Falk
 - Glendale
 - Mendota

How We Do Our Work

The Department of Diversity and Equity is a new department. Since September, 2012, it has participated in a monthly series of staff meetings and retreats for the purpose of establishing vision, roles and responsibilities, and an effective organizational structure. The retreats have been co-

facilitated by the Deputy Superintendent, Chief of Staff, Interim Superintendent, and Director of Equity and Student Achievement.

The Director of Equity and Student Achievement also has regularly scheduled job-alike team meetings: weekly with the Instructional Resource Teachers for Family Involvement and Instructional Resource Teachers for Cultural Relevance, biweekly with Parent Liaisons, and monthly with the Multicultural Services Coordinators. These meetings provide staff with an opportunity to brief the Director on progress, updates, and issues related to their responsibilities.

The Director meets weekly with the Deputy Superintendent, and consults as needed with the Chief of Staff, to keep them apprised of departmental progress, updates and issues.

Department staff participate in district-level planning and professional development, some cross-departmental committees, and SSTs.

Relationships to District Overarching Improvement Priorities

The Department of Diversity and Equity has developed a research-based framework to guide and inform action steps related to department goals and outcomes. Its development is grounded in current district initiatives, and informed by department retreats, team meetings, and staff feedback. This framework identifies core departmental work aligned to the overarching district priorities, and is being utilized to define and reorganize staff responsibilities within a frame of Multi-tiered System of Supports. It further defines how the organizational structure integrates and collaborates with the central work of other departments.

To date, the department's work as it relates to District Overarching Improvement Priorities has been largely about creating common understandings among staff regarding their roles and responsibilities within MMSD's *Building Our Future* plan. In addition, extensive amounts of time have been dedicated to unpacking the strategies and initiatives within the plan to create clarity and direction for department staff, school communities, and constituencies within the larger MMSD community.

Effectiveness / Evaluations

The Director of Equity and Student Achievement is responsible for the general direction and oversight of all department functions, with a focus on District needs related to the identification, program development, evaluation, feedback, and advocacy concerning the achievement of students of color. The primary responsibility of the position is to lead the District and schools in focusing on:

- identifying the instructional needs of students of color, data monitoring, research and development of action steps to improve student achievement; and
- improving the college and career readiness of students of color through increased representation in PreK-12 college preparatory courses.

Overarching responsibilities of the Department of Diversity and Equity include the following:

- Researches, plans, implements, and evaluates district-wide equity initiatives related to equity, student achievement, and family involvement
- Implements assigned areas of Equity Policies and *Building Our Future Plan*
- Collaborates with district departments to provide leadership and guidance in the development and implementation of all district initiatives related to academic core instruction and teaching effectiveness, including curriculum, instruction, assessment, multi-tiered system of supports (RTI), culturally and linguistically responsive practices (CLR), positive behavioral support (PBS), the Danielson Framework for Teaching, and research-based family engagement practices
- Conducts internal review to identify existing resources affecting students of color
- Plans, implements and evaluates district-wide initiatives to close the achievement and access gaps for students of color in the academic core
- Provides leadership and oversight to the development of advancement of systematic and systemic strategies to ensure that all students of color are prepared for and enroll in advance level courses leading to college preparedness.
- Seeks out and actively collaborates with university and college faculty, staff and research programs, governmental agencies, research organizations, and community organizations focused on policies and teaching strategies that close the achievement gap in efforts to implement promising and proven strategies in the District
- Serves as one of the District liaisons to the Minority Student Achievement Network (MSAN) on the Research Practitioner Council to seek out, contribute to, and implement successful strategies to close the achievement gap
- Participates in collaboration with school-based and non-school-based staff in the identification and selection of students eligible for program services
- Analyzes resulting student achievement data for all policies, core teaching strategies and programs related to closing the achievement gap for students of color prior to implementation in order to ensure district-wide implementation of effective programs
- Establish improvement benchmarks for students of color and prepare reports on key initiatives
- In collaboration district and inter-department leadership, implements initiatives to monitor District compliance with Board Policy 9001 (Equity) and prepares annual report to the Board of Education
- Actively researches best practices, local, state and federal government policies related to achievement gap issues. Communicates findings to appropriate stakeholders, including the Board of Education, on a regular basis
- Develops a comprehensive communication plan regarding the achievement of students of color
- In collaboration with the Chief Information Office, regularly monitors, analyzes and publicly reports on student achievement data concerning students of color
- Collaboratively plans and implements relevant professional development with District departments and divisions
- Provides representation on community committees regarding achievement gaps concerns

Narrative of Budget Changes for 2013-14

As a result of timeline changes to the *Building Our Future* plan, a hold has been placed on the hiring of the following positions: .75 clerical for Community Schools, .5 social worker for Community Schools, 1.0 Bilingual Resource Specialist - Community Schools, the .5 Educational Assistant Action Research Cultural Responsive Interventions, 1.0 Instructional Resource Teacher for Cultural Relevance - Secondary, 1.0 Instructional Resource Teacher for Cultural Relevance – School based, and the Director of Equity and Family Involvement. The overall impact of this hold on positions has been a sizable reduction in anticipated 2013-14 costs and resources associated with funding the *Building Our Future* plan.

Major Highlights and Anticipated Challenges:

Highlights

Focus areas for the 2012-13 school year have included:

- Establishment of MMSD's Equity Framework: Will-Fill-Skill
- Development of MMSD Diversity/CPR Framework
- Completion of foundational training on culturally and linguistically responsive practices for all MMSD instructional staff
- Increased departmental FTE to build capacity for delivering services that strategically support equitable access for all students to learn

The Will-Fill-Skill Equity Framework was introduced at the Administrator's Institute and to all school staff and Doyle departments in August, 2013. The framework is grounded in research emphasizing the importance of creating a culture of learning, a commitment to ongoing professional development and continuous improvement, and culturally and linguistically responsive practices.

The MMSD Diversity/CPR Framework identifies the department's vision, priorities, and goals, as aligned to the District's mission, theory of action, and overarching priorities. It serves as a guide to the department's professional development plan for Diversity and Equity training, Cultural and Linguistically Responsive Practices, and Comprehensive Family Involvement Plan.

All MMSD instructional staff have participated in district-wide foundational training on culturally and linguistically responsive practices. The training was led by Dr. Sharroky Hollie, researcher and founder of the Culture and Language Academy of Success (CLAS).

New positions hired have focused on family engagement and culturally and linguistically responsive instructional practices. To date, new hires include 4 Parent Liaisons, 1.0 Instructional Resource Teacher for Cultural Relevance – District, and 1.0 Instructional Resource Teacher for Cultural Relevance – School based. Plans for hiring yet this year include two additional positions: Instructional Resource Teacher for African American Achievement and Professional Development Instructional - Non-Union Professional.

Challenges

The Equity Framework, Will-Fill-Skill, established at the Administrator's Institute and with school staff and Doyle departments earlier this year, requires additional PD development and follow-up. A key challenge is to continue the systematic implementation of the district's Equity Framework through District-wide ongoing, job-embedded professional development in the coming school year. It will be critical to also include as part of this process effective systems, policies, protocols, communications, and strategies that ensure equitable access for all students.

Another challenge is creating clarity of expectations and timeline for the systematic and strategic implementation of focused strategies from MMSD's *Building Our Future* plan. In looking ahead, this will be accomplished through District-level clarification regarding the plan's implementation timeline and associated fiscal resources.

In light of new areas of District responsibility, a key challenge includes building capacity of department staff to lead and deliver PD content, including Danielson Framework for Teaching, Multi-Tiered Systems of Support, and Common Core State Standards. This will be accomplished through ongoing professional development for staff on key strategies for continuous improvement, and resources to support effective cross-departmental work teams.

Deputy Superintendent/Chief Learning Officer

Background / Information / Description

The Deputy Superintendent/Chief Learning Officer assists the Superintendent and Chief of Staff in the administration of learning-related departments and programs, development and implementation of new initiatives in the *Building Our Future* Plan which includes curriculum, instruction, and assessment-related programs in the District, and support for leadership development. The work of the department is targeted to creating systemic change and providing support to schools to improve curricular alignment, rigor, equity and resources across the entire school district for student success. This department also works with compliance issues and mandates at the state and federal level.

How We Do Our Work

The Deputy Superintendent/Chief Learning Officer collaborates weekly with the directors of the following departments: Curriculum and Assessment, Diversity and Equity, Talented and Gifted, Professional Development, and Grant Development. This allows for better alignment of district priorities and resources and provides an opportunity to brief the Deputy Superintendent/Chief Learning Officer on the major issues facing their departments and areas of responsibility and provide for continuity in leadership, decision-making, support to the schools, and partnerships with the greater community.

The Deputy Superintendent meets weekly with the Superintendent, and consults as needed with the Chief of Staff, to keep them apprised of departmental progress, updates and issues. The Deputy Superintendent/Chief Learning Officer also serves as a member of Senior Management Team, Management Team, Core Instructional Alignment, Board Liaison Team and interdepartmental teams as needed.

Relationships to District Overarching Improvement Priorities

The Deputy Superintendent/Chief Learning Officer's work as it relates to District Overarching Improvement Priorities has been largely about collaboratively creating common understandings among staff regarding their department's roles and responsibilities within MMSD's *Building Our Future* Plan. In collaboration with all other departments in the district, extensive amounts of time have been dedicated to unpacking the strategies, initiatives, and resources and creating accountability within the plan to create clarity and direction for department staff, school communities, and constituencies within the larger MMSD community.

Effectiveness / Evaluations

The Deputy Superintendent/Chief Learning Officer is responsible for collaboratively establishing direction and oversight of assigned department functions, with a focus on District needs related to the

identification, program development, evaluation, feedback, resource alignment, accountability, and advocacy concerning the achievement of all students. This includes initiatives related to academic core instruction and teaching effectiveness, including curriculum, instruction, assessment, multi-tiered system of supports (RtI), culturally and linguistically responsive practices (CLR), positive behavioral support (PBS), the Danielson Framework for Teaching, and research-based family engagement practices.

Narrative of Budget Changes for 2013-14

As a result of multiple initiatives implemented during the 2012-13 school year, a pause has been placed on several of the components of the *Building Our Future* Plan, to stabilize the current developments in place and allow for a thorough analysis of strengths, areas of opportunity, challenges, and priorities for improving teaching and learning in MMSD.

Major Highlights and Anticipated Challenges:

Highlights

The Deputy Superintendent/Chief Learning Office will continue to collaborate with departments to align focus on the comprehensive cross-departmental plan that was developed last year to align core curriculum with Common Core State Standards and assessments that are being implemented this year. Ongoing support to schools from central office using Student Support Teams (SSTs), facilitated by District Coordinators and monitored by central office, will continue and improve over time. There are five teams established for this work: one High School Support Team, one Middle School Support Team and, three Elementary School Support Teams.

The Deputy Superintendent/Chief Learning Office will also continue to focus the new Diversity and Equity Department that aims at the improvement of enhanced student achievement and commitment to family involvement. There will also be a greater focus on community engagement practices. The Equity Framework, Will-Fill-Skill, established at the Administrator's Institute and with school staff and departments earlier this year, was a foundational opportunity that provided promise for this community. Expansion of this work needs to be developed.

Challenges

Creating clarity of purpose, expectations, and timelines for the strategic implementation of focused strategies from MMSD's *Building Our Future* Plan is a priority. In looking ahead, this will be accomplished through district-level clarification by thoroughly analyzing strengths, areas of opportunity, challenges, and priorities for improving teaching and learning in MMSD.

In light of the changing landscape in education, clear communication, expectations, strategies, and accountability systems need to be aligned to build capacity of the Danielson Framework for Teaching, Multi-Tiered Systems of Support, and Common Core State Standards and Smarter Balanced Assessments.

Chief Diversity Officer

Background / Information / Description

In 2011, the District created the position of Chief Diversity Officer (CDO) to oversee overall district diversity and equity issues; to assist with the communication of the district's diversity initiatives to families, community, and staff; and to coordinate and initiate special projects of the Superintendent.

How We Do Our Work

An updated Special Assistant to the Superintendent for Equity and Family Involvement position, the Chief Diversity Officer works as part of the Superintendent's cabinet to ensure delivery of all district programs and services in a culturally and linguistically responsive manner—participating in high level decision making on operations, personnel issues, academics, family and community engagement, professional development, and budget—and is responsible for ensuring that key district initiatives are planned and implemented with the goal of eliminating barriers to student achievement based on race, economics, gender, and other diversity indicators. Additionally, the CDO: represents the Office of the Superintendent in the capacity of ombudsperson with staff, parents, and community; communicates closely with the Superintendent on diversity and equity pursuant to district programs and services, issues in schools, and community concerns; leads a collaborative effort across departments to diversify the workforce, with an emphasis on recruiting and retaining teachers who are people of color; and is included in decision making on issues that involve Board of Education policies 3177-Religious Holidays, 4039-Academic Accommodations for Religious Beliefs, 8012-Nondiscrimination, and 9001-EquityResources. The work of the CDO comes from the Superintendent's budget, and is used for a range of purposes, including engaging consultant costs and staff pay for professional development, co-sponsoring community events that bolster district-based diversity and equity work, and augmenting diversity and equity work in schools.

Relationships to District Overarching Improvement Priorities

This position is key to district work to close the achievement gap.

Effectiveness / Evaluations

The CDO is evaluated using the AGA process. This year, the CDO AGA focuses on establishing a shared leadership, interdepartmental approach to diversifying the workforce, as well as supporting the interim Superintendent in embedding diversity and equity work across systems.

Narrative of Budget Changes for 2013-14

None.

Major Highlights and Anticipated Challenges:

Highlights

The work of the Chief Diversity Officer embodies the District's belief that in our diversity and equity work, the whole is always greater than the sum of its parts. Better coordination of diversity and equity work across the district is critical to increased successes in eliminating barriers to student achievement based on race, economics, gender, and other diversity indicators. A new, collaborative approach to hiring for diversity is bringing together departments whose silos have prevented shared leadership of challenges as well as opportunities.

Challenges

The creation of this new position, at the same time as the District creates a new department of Diversity and Equity, challenges past practices and demands depth and sensitivity in consideration of organizational change issues.

Division of Legal Services

Background / Information / Description

The Legal Services Division continues to provide both legal services to the District and technical support on legal issues.

How We Do Our Work

Within the Division of Legal Services, we are responsible for providing all legal services to the District except Labor Relations. Legal issues within our purview include, but are not limited to, public records requests, copyrights concerns, contract drafting and review, election law questions, school law questions and statutory, regulatory and constitutional review and interpretation. We also handle much of the litigation brought against the District, including discrimination complaints, special education complaints, small claims and other forms of liability-based litigation. When matters can be better handled through the expertise of outside counsel, we are charged with managing outside legal services. The Division of Legal Services also manages internal investigation/conflict resolution processes such as general complaints, and sexual harassment and discrimination complaints.

The Division of Legal Services provides advice and technical assistance to the District's administrative staff, including building principals. With a motto of "call early and call often," the Division of Legal Services has shifted from being in reactionary mode much of the time to taking proactive steps to avoid potential pitfalls before they occur. We provide large and small group trainings on a number of topics and develop FAQs and other written documents to address "hot topics" throughout the District.

The General Legal Counsel attends all full Board meetings to serve as counsel to the Board and as parliamentarian. As counsel to the Board, the Division of Legal Services maintains and interprets the Board of Education policies and procedures. We also periodically review all policies and procedures to ensure compliance with state and federal mandates and recommend changes as needed. The Division of Legal Services provides counsel to the Board on all personnel matters not directly related to Labor Relations.

Relationships to District Overarching Improvement Priorities

The Division of Legal Services provides advice, guidance and counsel to the Board of Education, the Superintendent and District administrators so as to ground the District's improvement priorities in the

law and to ensure that decisions reflect the Board’s vision as is reflected in the policies and procedures. The Division of Legal Services handles the process and procedure associated with litigation and other forms of complaints, allowing staff and faculty to focus on educating students and improving outcomes for all kids.

Narrative of Budget Changes for 2013-14

There are no major changes to the budget for the Division of Legal Services.

Major Highlights and Anticipated Challenges:

Highlights

As with all Departments and Divisions within the District, the Division of Legal Services continues to do more with less. Each year, we are strong stewards of the outside legal counsel budget. We continue to keep more litigation in-house and, as such, continue to spend less on outside counsel, thus, maximizing cost efficiencies and savings.

Additionally, as we continue to expand our efforts associated “preventative lawyering,” we hope to realize even more efficiencies and cost savings for the District.

Challenges

It is always difficult to anticipate what legal issues the District will face in the upcoming school year. Unfortunately, there is unpredictability from year-to-year regarding the timing of litigation and other complaints that may implicate District resources. Based on previous years, we can only anticipate a diverse array of routine and novel requests and issues.

Background / Information / Description

The State and Federal Programs Division is responsible for overseeing the state and federal grants and preparing and monitoring the district's ESEA entitlement application and reports according to regulations of the Wisconsin Department of Public Instruction and the U.S. Department of Education.

The Director of the division along with division staff:

- Leads, supervises, and supports ESEA Title 1 K-5 programs according to the provisions of NCLB
- Serves as primary contact for Wisconsin Department of Public Instruction for state and federal compliance requirements and upcoming audit processes
- Supports elementary principals with Title 1 coordination and monitoring
- Collaboratively plans, monitors, and implements the private/parochial proportional share between Title I, Title IIA, Title III and IDEA
- Hires and supports Private/Parochial Instructional Resource Teachers (IRTs) at a district level
- Plans and facilitates required meetings three times per year with Private/Parochial administrators, generating necessary needs assessments and communicating funding requirements as per ESEA
- Collaboratively works with personnel from accounting to ensure appropriate use of federal funding in relationship to local funding (supplement vs. supplant). Works with MMSD staff to manage the DPI Title application, budget revisions, carryover and allocation to schools
- Collaboratively works with personnel from accounting for Title I, IIA and III to ensure integrated approach to funding
- Provides leadership for allocation and monitoring of Homeless funding for non-Title I schools
- Monitors state identified Focus Schools based on student achievement data
- Collaborates with the Executive Director of Curriculum and Assessment and the Executive Director of Professional Development around literacy curriculum, practices, assessment and professional development
- Coordinates SAGE (Student Achievement Guarantee in Education) funding and accountability plans.

The Director also has the following responsibility for the Elementary Literacy Program:

- Leads the implementation process for a core literacy program in Balanced Literacy in all 32 elementary schools
- Identifies and recommends core materials in literacy (reading and writing) that are aligned to the Common Core State Standards (CCSS) and prepare students for the new Smarter Balanced Assessments

- Identifies a scope and sequence within Balanced Literacy – specifically related to Phonics, Shared Reading/Whole Group Instruction (grade level), Small Group Instruction (instructional level) and Oral Language.
- Bridges work between the DPI identified Danielson Framework, CCSS and MMSD Core Practices
- Develops Core Practice Elementary Literacy documents to guide a system of 32 elementary schools with implementation of the Balanced Literacy framework utilizing core resources that are aligned to the CCSS
- Serves as the central administrative contact for Mondo publishing to negotiate and determine short and long term professional development to include Leadership/IRT Days, Central Office/Principal/IRT Days, Site Visits and MMSD based literacy work within 32 elementary schools
- Provides leadership and coordination around literacy professional development for Doyle-based IRTs and building-based IRTs
- Coordinates and participates in centralized hiring for Doyle based-literacy staff and building-based IRTs
- Provides primary leadership for Reading Recovery implementation and coordination of the i3 Grant
- Provides leadership for integration of Reading Recovery within a comprehensive system of flexible support within Title I elementary schools
- Provides leadership for integration of literacy interventions within a core Balanced Literacy Framework
- Provides support to building principals around capacity and instructional leadership within buildings
- Assists building principals as necessary to problem solve around student needs, disciplinary situations and/or parent concerns
- Attends and facilitates PTO/PTA meetings to discuss CCSS, Balanced Literacy and/or Mondo implementation

How We Do Our Work

State and Federal Programs Team:

- Meets regularly with Title I, Title IIA and Title III Directors and Coordinators to determine priorities within a developing ESEA Consolidated Plan
- Meets regularly and collaborates with Budget and Accounting and State and Federal Administrative Assistant to ensure appropriate expenditures from district reservations and school-based budgets for Title I Basic allocation, Homeless allocation, Parent Involvement and Focus School Funding and Private/Parochial funding and coordination
- Collaborates and communicates regularly with the Wisconsin Department of Public Instruction to ensure compliance with state and federal mandates

- Attends weekly CIA and Management Team meetings

Elementary Literacy Program Team:

- Meets weekly with district-level IRTs to plan and coordinate literacy professional development for schools
- Meets regularly with Professional Development and Curriculum and Assessment Departments to coordinate and integrate literacy within the larger scope of work in MMSD
- Meets regularly and collaborates with the Department of Equity and Family Involvement and OMGE related to the integration of Culturally and Linguistically Responsive Practices (CLRP) and selection of CLRP materials within general education classrooms and DLI classrooms
- Attends ongoing Mondo provided Site Visits and Leadership Days within 32 elementary schools
- Meets twice a month with Reading Recovery Teacher Leaders and with RTI/Intervention Coaches to coordinate professional development within a Multi-Tiered System of Support in MMSD
- Meets monthly with the Assessment Committee to provide recommendations and prioritize literacy assessments within the larger MMSD Assessment Framework
- Attends weekly CIA and Management Team meetings

Relationships to District Overarching Improvement Priorities

State and Federal Programs:

During the 2012-2013 School Year Title I, Title IIA and Title III were brought into alignment with state and federal mandates and new reporting requirements. This alignment directly supports the MMSD priorities with a focus on Literacy and continuous improvement. Title I schools currently receive allocation that supplements (vs. supplants) local funding priorities. Interventions are aligned to district improvement and growth priorities and Title I now funds Reading Recovery exclusively as a Tier III intervention only at our highest poverty schools.

This alignment of the ESEA funds has allowed Title II funding to support district-wide professional development and new teacher programs and support. Title III funding is utilized for priorities to support ELL students and teachers in a way that supplements (vs. supplants) local funding priorities.

Elementary Literacy:

Literacy is the primary focus for all 32 elementary schools. With a common set of materials to support a strong Core Balanced Literacy program, the elementary schools are positioned to implement a curriculum aligned to the CCSS. Schools will be supported by strong professional development with a focus on Oral Language, Shared Reading (grade-level), Guided Reading (Instructional Level) and Phonics.

Effectiveness / Evaluations

State and Federal Programs:

Based on a Wisconsin Department of Instruction monitoring visit for 2011-2012, MMSD was found to have met a measure of “Acceptable” in 9/15 Consolidated Requirement areas to include:

- Needs Assessment
- Private School Consultation
- Integration with Federal, State and Local Programs and Initiatives
- Professional Development Plan
- Public Reporting and Parents’ Right to Know Provisions
- Title I Part A – Comparability
- Title I Part A – Fiduciary Responsibility
- Title I Part D – Residential Neglected/Delinquent
- Title III Part A – Language Instruction for LEP and Immigrant Students

MMSD was found to be “Incomplete” in 6/15 areas to include:

- Parent and Community Participation and Involvement
- Title I Part A – Improving Basic Programs Operated by Local Educational Agencies (High Standards for Improving Achievement of Educationally Disadvantaged Students)
- Title I Part A – Building Level Needs Assessment/Program Design
- Qualifications of Paraprofessionals
- Local Program Coordination to Serve Homeless Students in Non-Title I Schools
- Title II Part A – Teacher and Principal Training and Recruiting Fund

During the spring of 2012, MMSD submitted required paperwork to the Wisconsin Department of Public Instruction so that the “Incomplete” areas were found to be “Acceptable.”

In response to the 11-12 Monitoring Visit, the MMSD Department of State and Federal Programs implemented a new accountability and monitoring system for all Title I schools in MMSD. Yearly meetings, required documentation and a budget approval cycle was developed for each school. Face-to-face meetings were held with each Title I principal to ensure understanding of the new accountability process within the Department of State and Federal Programs.

MMSD has 10 identified Focus Schools within the new ESEA Waiver for Wisconsin. MMSD also identified one additional school as a Focus School because of their connection as a paired school with a

DPI identified Focus School. All 11 schools are required to monitor their school improvement efforts within the Indistar system as identified by the Department of Public Instruction. These 11 Focus Schools participated in required RTI trainings and have received an additional 0.5 FTE for the 13-14 school year to support Indistar monitoring, data analysis and assessment coordination.

Elementary Literacy:

Based on the MMSD Literacy Program Evaluation in 2011 and more recent literacy walk-throughs in spring 2012 in our 32 elementary schools, results indicated that there was a lack of fidelity to core practice across the district. Instruction was not aligned to the Common Core State Standards (CCSS) and literacy assessments were not being implemented consistently across the District.

This fall curricular materials were reviewed, staff and administrative surveys were administered and additional classroom walkthroughs were conducted. As a result, a decision was made to implement the Mondo Bookshop Core Literacy Curriculum in all K-5 classrooms in all 32 elementary schools. As of Spring 2013, all MMSD elementary schools will have received their Mondo materials and initial professional development related to the Oral Language Workshop.

Mondo Bookshop provides a rigorous foundational scope and sequence aligned to the CCSS in the following areas:

- Oral Language Development
- Phonics
- Shared Reading
- Guided Reading

All K-5 schools had Mondo materials delivered and into classrooms by March 1, 2013.

DLI/DBE Literacy Materials Evaluation:

The DLI/DBE classrooms in MMSD were found to lack the necessary foundational materials for teaching literacy to second language learners/dual language learners. A process was implemented in January 2013 to study materials in English and Spanish for DLI/DBE classrooms. The process included:

- Examination of literacy materials in Spanish only
- Examination of the cross-walk between Mondo materials and Spanish materials
- Collaboration with DLI lead teachers and DLI Principals
- Recommendation for selection of core materials in both English and Spanish to be completed by April 23, 2013

Narrative of Budget Changes for 2013-14

Title I:

The current allocation and funding plan for elementary Title I, Title IIA and Title III is in alignment with state and federal mandates. *The more specific budget detail below for Title I illustrates the planning and alignment that is necessary to efficiently and appropriately distribute resources for each Title I school according to district priorities.*

In order to align Title I with federal and state guidelines, the following positions have been allocated to all 32 elementary schools in 2013-2014 out of Local funds to ensure an expected base of support for literacy and PBS:

- .5 Interventionist
- 1.0 IRT
- 0.2 PBS

Reading Recovery, as a Tier III Intervention allocation, will be targeted to Title I schools and funded completely with federal dollars.

Title IIA:

In order to align Title IIA with federal and state guidelines for the 13/14 school year, the school-based IRT allocation formerly placed on Title IIA has been reallocated to local funding. Title IIA funding now supports district IRTs previously paid for with local funding. Title IIA also supports new teacher hiring, retention and training.

Title III:

Title III funding is used to supplement (vs. supplant) services to ELL students and staff.

Major Highlights and Anticipated Challenges:

Highlights

Department of State and Federal Programs:

- For the 2013-1014 school year the allocation of ESEA Title funds in MMSD meets state and federal mandates and requirements. The decision made by MMSD’s Management Team to fund the literacy and PBS priorities/staffing out of Local monies has allowed Title I schools to more fully utilize their school-based allocation to supplement local initiatives
- Local accountability systems are in place for all Title I schools reflecting new mandates
- Reading Recovery, as a Tier III intervention, is being targeted to Title I schools
- Per pupil expenditures from MMSD to Private/Parochial schools out of Title I ,Title IIA and Title III have been allocated as directed by the Wisconsin Department of Public Instruction
- Principals have expressed appreciation for the clarity and efficient work related to the Title I allocation process

Elementary Literacy:

- Analysis related to implementation of the Comprehensive Literacy Model, Balanced Literacy Framework and Mondo Bookshop pilot. Gathering of data from a variety of sources to inform a decision around a Core Scope and Sequence of materials for elementary literacy
- Three Literacy Summits to communicate district core expectations around MMSD Elementary Literacy in the context of the Common Core State Standards (CCSS), Culturally and Linguistically Responsive Practices and the Danielson Educator Effectiveness model
- Approval and adoption for all 32 elementary schools of the Mondo Bookshop Scope and Sequence which is aligned to the CCSS, reinforcing the need for consistency across schools in an increasingly diverse district with a highly mobile population
- Professional development in 2012-2013 for MMSD staff around the CCSS and the new Mondo Literacy materials with the following explicit objectives:
 - Tightening the existing reading workshop to make teaching more precise and focused.
 - Using data to drive differentiated instruction
 - Making use of a range of instructional strategies: whole group, small group and individual to cater to the individual needs of all, making use of flexible grouping strategies in the reading workshop
 - Further development of school teams to encourage teachers and coaches to become more reflective of their teaching and learning practices and build capacity across schools
 - Increasing the capacity of district and school leadership teams to become more effective instructional leaders with a deeper understanding of data-driven best practices within the reading workshop and its impact on improving student achievement

- Active and focused pedagogical learning and reflection infused within all literacy professional development with Mondo and MMSD staff
- Professional Development Cycle Plan Description for 2012-2013 (dates varied by school):
 - Leadership days for Principals and school-based IRTs
 - Professional development days for school-based IRTs only
 - Lead teacher and IRT days
 - Site Visits to ensure that each teacher receives face-to-face professional development with Mondo educators, MMSD staff and IRTs
 - MMSD facilitated professional development in literacy to begin the process of aligning core practices and expectations with the Danielson Educator Effectiveness model
 - Professional development focused on implementation in new schools – Second Semester 2013 and into 2013-2014 school year
 - Overview days (Oral Language Workshop and Assessment)- February 1, March 1, March 7, May 10, 2013
- Planning for Fall 2013 Professional Development – Two overview days for all elementary school teachers – August 28-29, 2013
- 2013-2014 Literacy/Mondo Professional Development will include site visits, Leadership days for Principals and school-based IRTs, and district office Professional Development related to Literacy

Challenges

Department of State and Federal Programs:

- Maintain clarity, understanding and expectations related to ESEA mandates and requirements for district schools and staff with a particular emphasis on supplement vs. supplant, comparability and time/effort
- Maintain support and resources for identified Focus Schools to ensure compliance as defined within ESEA waiver documentation
- Align school-based resource allocation to a Multi-Tiered System of Support with an emphasis on Core Instruction
- Sequestration, reduced federal funding within an environment of increased accountability

Elementary Literacy:

- Maintain and sustain a focus on Literacy for all MMSD elementary schools
- Integrate professional development from Mondo with embedded professional development from MMSD staff

- Develop differentiated supports for schools based on implementation data within a flexible School Support Team structure
- Build capacity within Doyle-based staff and building-based IRTs to coach and provide feedback around Core Balanced Literacy Practices
- Explicitly integrate Culturally and Linguistically Responsive practices and materials within classrooms and schools
- Identify and provide funding for supplemental materials for school-based bookrooms
- Build an understanding of the CCSS, Scope and Sequence of Mondo materials and structure of the Balanced Literacy Model where teacher professional judgment is critical to the teaching and learning process
- Identify and provide professional development around the purpose of formative Mondo assessments and their integration within the current MMSD assessment framework