

# Strategic Framework Goal #2

March 16, 2015

MADISON METROPOLITAN SCHOOL DISTRICT

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STRATEGIC FRAMEWORK

2013 - 2014

Annual Report  
on the MMUSD STRATEGIC FRAMEWORK

MADISON METROPOLITAN SCHOOL DISTRICT

### District Goals and Measures of Performance

**GOAL 1: Every student is on-track to graduate as measured by student growth and achievement at key milestones.**

We know that in our first year of implementing our strategic framework, we would need to build systems and structures to lay the groundwork for our future success. Not only have we built that strong foundation, but we are already – even in our first year – starting to see promising results. This is a powerful sign that we are on the right track.

**Elementary School**  
In every measure, we see improvements in proficiency and growth over last school year, especially in literacy, which has been our focus.

**Middle and High School**  
While we've created more awareness of the importance of a coherent curriculum and built capacity around the Common Core State Standards and great teaching practices, we need to work harder to ensure common expectations across classrooms and high schools.

As part of our continued focus on standards and common expectations, we will direct intentional focus on strengthening middle and high school core mathematics.

**Proficiency and Growth Defined**  
Growth: Percentage of students meeting expected growth targets during the school year  
Proficiency: Percentage of students meeting proficient or advanced benchmarks

**Reading by Grade 3**  
36% → 38% +2% Reading Proficiency  
49% → 54% +5% Reading Growth

**Reading and Math in Grade 5**  
34% → 40% +6% Reading Proficiency  
30% → 41% +11% Reading Growth  
38% → 42% +4% Math Proficiency  
57% → 63% +6% Math Growth

**High School Readiness in Grade 8**  
33% → 40% +7% Reading Proficiency  
52% → 57% +5% Reading Growth  
39% → 41% +2% Math Proficiency  
-1% Math Growth | -1% → -6%

**College Readiness in Grade 11**  
24% → 21% -3% 9th Grade Course Failures  
51% → 52% +1% ACT Reading  
-1% ACT Math | 53% → 54%

47% → 50% +3% 3.0 GPA

**High School Graduation and Completion**  
74% → 78% +4% (+2% (Class of 2012 to Class of 2013))

**Improvement by Student Groups**  
Overall progress holds true across student groups in most measures, however, we need to ramp up our school-based support for African American, Latino students and students with disabilities to accelerate learning.

	Grade 3 Reading Growth**	Grade 5 Reading Growth**	Grade 8 Reading Growth**	Grade 11 High School Completion Rate**
Overall	36%	34%	33%	74%
African American	19%	10%	18%	11%
Hispanic/Latino	11%	13%	23%	23%
White	53%	53%	41%	18%
ELL	16%	15%	24%	16%
Free/Reduced Lunch	18%	12%	15%	11%
Special Education	13%	10%	18%	12%

\* Percent point change from end of 2013-14 school year to end of 2012-13 school year as measured by MAP assessment  
\*\* Percent point change between class of 2012 and class of 2013

**High School Completion Rate (2012 to 2013)**

**Advanced Learners**  
As part of the district's newly adopted advanced learner policy, we are improving our monitoring of advanced learners. Schools will track advanced learners as a subgroup in the 2014-15 school year and be able to target advanced learners in their School Improvement Plan.

**Thank a Teacher!**  
Our promising results this year serve as evidence that we have the will and the skill to make our vision a reality – and are a credit to the talented educators that serve children every day.

Why are American Indian and Pacific Islander students not identified? Because the number of students in specific grades is so small, these numbers are withheld to protect student privacy. However, schools can still choose these groups as focus areas in their school improvement plan.

13 to 2013-14

Legend: Improved (Blue), Stayed the Same (Yellow), Declined (Red)

# Measuring Strategic Framework Goals

Strong organizations have a **clear and compelling vision** and a **set of goals and indicators aligned to that vision**

- Goal #1 – **Student Growth and Achievement** – in use with goals already set
- Goal #2 – **Challenging and Well-Rounded Education** – focus of today's conversation and new goals set for 2015-16
- Goal #3 – **School and District Climate** – new goals will be set for 2016-17

These goals reflect **instructional strategies** to help us prepare every student to graduate college, career, and community ready and to help every school be a thriving school

# Today's Focus: Goal #2

*Every student has access to a challenging and well-rounded education as measured by programmatic access and participation data.*

- We are defining **challenging** as advanced courses
  - We believe ALL coursework should be rigorous and prepare students for college readiness
  - Metrics and goals will reflect advanced courses, which include Advanced Placement, Honors, Advanced, Dual Transcribed, Youth Options, and youth apprenticeships
- We are defining **well-rounded** as fine arts, world language, and extracurriculars

# New Developments for Goal #2

- Today's presentation is built on the Feb. 23 Board Retreat
- Since Feb. 23, we have:
  - Worked to answer Board questions from retreat
  - Collected additional feedback from principals and senior leadership
  - Updated recommendations and documents based on Board and other feedback
- Key changes:
  - Reduce the burden on our principals by reducing SIP goals in this area
  - All goal recommendations will be at least 2% improvement
  - Updated Measuring Strategic Framework Goal #2 document to answer Board questions (*changes and additions in italics*)
- New approach to goal-setting to reduce burden on schools
  - **As a district**, we are accountable for all eight metrics (two elementary, three middle, three high) introduced in this presentation
  - **For individual schools**, there will be choice about which metric to use for goal-setting; schools have varied barriers to increasing participation in these areas and should be able to choose where they want to focus their efforts

# Goal #2 – “Challenging” Recommendation

*Every student has access to a **challenging** and well-rounded education as measured by programmatic access and participation data.*

- We believe ALL coursework should be rigorous and prepare students for college readiness; metrics and goals will focus on advanced courses
- High School Metric: Profile completion (% of students completing **4 advanced courses** by end of Grade 12)
  - Milestone: Measured for **Grade 12**
  - Goals for **2%-5% improvement** for overall and student groups, depending on performance relative to averages
  - District goals for 2015-16; **choice of school goal** for 2015-16
- Rationale:
  - Completion of an advanced course profile (4 advanced courses completed) highly predictive of on-time high school completion and postsecondary enrollment
  - Grounded in the idea that every student, no matter their abilities and interests, is capable of accessing advanced coursework in some way every year
  - 2%-5% are reasonable recommendations given district data and trends
  - Aligns with several Office for Civil Rights guidelines

# Goal #2 – “Well-Rounded” Recommendation

*Every student has access to a challenging and **well-rounded** education as measured by programmatic access and participation data.*

- Elementary School Metrics: **Annual participation** rates in fine arts and extracurriculars (% of students with transcribed course/activity K-5, 6-8, and 9-12)
- Middle School Metrics: **Annual participation** rates in fine arts, world language, and extracurriculars
- High School Metrics: **Annual participation** rates in extracurriculars; **profile completion** for world language and fine arts (% of high school students earning **2 world language and 1 fine arts credit by end of Grade 12**)
- For all metrics:
  - Goals for **2%-5% improvement** for overall and student groups, depending on performance relative to averages
  - District goals for 2015-16; **choice of school goal** for 2015-16
- Rationale:
  - Annual participation rates are intuitive and commonly-used metrics
  - Completion of fine arts & world language profile highly predictive of on-time high school completion and postsecondary enrollment
  - 2%-5% are reasonable recommendations given district data and trends
  - Aligns with several OCR guidelines

# Summary of Metrics

Strategic Framework Milestones	SIP Goals
<b>Elementary (K-5)</b>	
Grades K-5 Fine Arts Annual Participation Rate	
Grade K-5 Extracurricular Annual Participation Rate	
<b>Middle (6-8)</b>	
Grades 6-8 Fine Arts Annual Participation Rate	Grades 6-8 Fine Arts Annual Participation Rate
Grades 7-8 World Language Annual Participation Rate	Grades 7-8 World Language Annual Participation Rate
Grades 6-8 Extracurricular Annual Participation Rate	Grades 6-8 Extracurricular Annual Participation Rate
<b>High (9-12)</b>	
Grade 12 Fine Arts & World Language Profile	Grade 12 Fine Arts & World Language Profile
Grades 9-12 Extracurricular Annual Participation Rate	Grades 9-12 Extracurricular Annual Participation Rate
Grade 12 Advanced Course Profile	Grade 12 Advanced Course Profile

District reports on and is accountable for all metrics

Elementary schools do not set SIP goals but can choose to strategize

Middle schools choose ONE metric for setting SIP goals

High schools choose ONE metric for setting SIP goals

# Goal #2 – District Goals for Challenging and Well-Rounded Education

*Every student has access to a **challenging and well-rounded** education as measured by programmatic access and participation data.*

Measure	Estimated Baseline (2013-14 Rates for Participation Rate Measures; Classes of 2011-13 for Profile)	Suggested 2015-16 Goal	Suggested Change
Grades K-5 Fine Arts Participation	100%	100%	0%
Grades K-5 Extracurricular Participation	21%	23%	2%
Grades 6-8 Fine Arts Participation	98%	100%	2%
Grades 7-8 World Language Participation	63%	65%	2%
Grades 6-8 Extracurricular Participation	80%	82%	2%
Grade 12 Well-Rounded Profile Completion	50%	52%	2%
Grades 9-12 Extracurricular Participation	67%	69%	2%
Grade 12 Advanced Profile Completion	45%	47%	2%



# Goal #2 – Example of Advanced Course Goal by Student Group

*Every student has access to a **challenging** and well-rounded education as measured by programmatic access and participation data.*

## Measure: Grade 12 Advanced Profile Completion

Group	Estimated Baseline (Classes 2011-13)	Suggested 2015-16 Goal	Suggested Change
Overall	45%	47%	2%
Asian	53%	55%	2%
African-American	15%	20%	5%
Hispanic	31%	36%	5%
Multiracial	46%	48%	2%
White	60%	62%	2%
Free/reduced lunch	23%	28%	5%
Special Education	9%	14%	5%
ELL	36%	38%	2%

Note: future baselines and goals will include Advanced Learners as a student group

# Goal #2 – Example of Fine Arts & World Language Profile Goal by Student Group

*Every student has access to a challenging and **well-rounded** education as measured by programmatic access and participation data.*

**Measure: Grade 12 Fine Arts & World Language Profile Completion**

<b>Group</b>	<b>Estimated Baseline (Using Classes 2011-13)</b>	<b>Suggested 2015-16 Goal</b>	<b>Suggested Change</b>
Overall	50%	52%	2%
Asian	52%	54%	2%
African-American	20%	25%	5%
Hispanic	35%	40%	5%
Multiracial	54%	56%	2%
White	64%	66%	2%
Free/reduced lunch	29%	34%	5%
Special Education	18%	23%	5%
ELL	40%	45%	5%

Note: future baselines and goals will include Advanced Learners as a student group

# Goal #2 – Rationale

- **Why choose these measures?** Our own research with MMSD data indicates that these measures are highly predictive of on-time high school completion and college-going
  - Students completing *Advanced Course Profile* had HS completion odds ***more than four times higher***, postsecondary enrollment odds ***more than two times higher***
  - Students completing *Fine Arts & World Language Profile* had HS completion odds ***more than two times higher***, postsecondary enrollment odds ***more than 1.5 times higher***
  - Students with four years *Extracurricular Participation* had HS completion odds ***around three times higher***, postsecondary enrollment odds ***almost 2.5 times higher***
  - See Measuring Strategic Framework Goal #2 document for additional detail

# Goal #2 – Rationale (continued)

- **Are the recommended improvements reasonable?** Review of our data from prior years shows how much progress could be made with students just needing one additional class
  - **6%** of students completed between three and four *advanced credits*
  - **12%** of students completed *world language* part of *Fine Arts & World Language Profile* but did not complete fine arts part; another **7%** completed *fine arts* part and between one and two *world language* credits
  - *Extracurricular activities* have room for improvement because most do not have prerequisites and can accommodate more students; improvement can come in a wide variety of ways

# Next Steps

- Development of 2015-16 SIP materials
  - To be introduced at April 22 Principals' Meeting
  - Strategic Framework/district reporting will include all eight metrics discussed but SIP goal-setting will vary
    - Elementary schools will not set SIP goals for these metrics
    - Middle and high schools will choose only one metric for goal-setting each year
- Goal #2 baseline data collection and presentation in 2014-15 Annual Report