

Vision 2030 Research Report

Structure of the Report

This report serves as a summary analysis of the information gathered by Research & Program Evaluation Office staff during the Vision 2030 development process. This report contains the following sections:

- Background (p. 1) – why create a long-term vision for MMSD
- Designing the Vision 2030 Process and Guiding Questions (pp. 1-2) – how we designed the project
- Data Collection and Analysis Methods (pp. 3-6) – how we conducted the project
- Findings (pp. 6-12) – what we learned from guiding questions and additional observations

Appendices A-C provide additional information on data collection and methods.

Background

Madison has changed significantly in the past few decades, and likely will continue to change in the years to come. Since 1990, residents in poverty and residents of color have increased citywide, while MMSD students receiving free/reduced lunch and MMSD students of color have increased even faster.

Looking forward to 2030, Madison likely will look different in other ways - from the technology that affects our daily lives to the type of jobs that drive our economy. The Madison region has a history as a research and innovation hub; recent growth in the bioscience and information technology sectors as well as entrepreneurial start-ups will continue to shape our community's economy. Although no one can know exactly what changes the next fifteen years will bring, creating a clear vision for MMSD's future will anchor our work in constantly changing times.

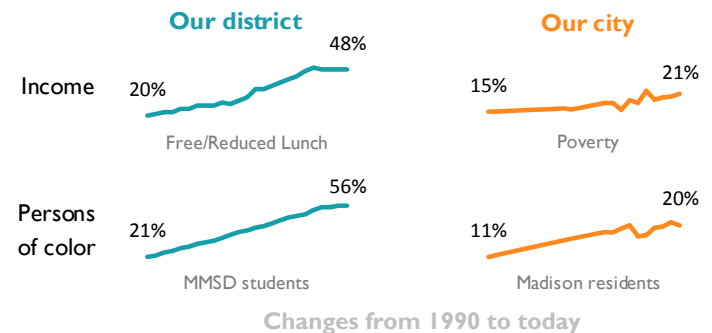
Released in 2013, the MMSD Strategic Framework is a living document that gives the district a vision – that every school will be a thriving school that prepares every student for college, career, and community – and, more important, a strategy for moving forward towards this vision, including a focus on school improvement planning, a common learning agenda, and five priority areas to guide the work of central office. Working with the community, the district has set out to close the gaps in opportunity that lead to disparities in achievement, and to be a model of what a strong successful public school district looks like.

But research suggests that the greatest long-term improvement occurs when organizations know where they are headed and keep finding ways to improve. To maintain momentum, MMSD needed to create something to define clearly the components of its vision, including college, career, and community ready graduates, thriving educators and schools, and family and community partnerships. The Vision 2030 process was our way to accomplish this goal, bringing life and specificity to these components. By doing so, MMSD can create a vision for the district that serves as an ambitious yet attainable statement of where we are headed, a vivid and aspirational picture of what MMSD can be. This vision will work in concert with the Strategic Framework to guide actions, both big and small, and serve as a beacon to which the district can align our actions and direct our growth in years to come.

Designing the Vision 2030 Process

To begin the vision development process, RPEO staff undertook a comprehensive review of visioning processes. We drew on several types of resources, including:

- Research on organizational change – The work of [Michael Tushman](#) (Professor of Business Administration, Harvard University), which focuses on how good organizations simultaneously explore new opportunities while exploiting current practices, provided an excellent lens on how to frame the vision process for MMSD.





- Vision processes undertaken by other school districts – The San Francisco Unified School District’s [Vision 2025: Reimagining Public Education in San Francisco for a New Generation](#) proved particularly helpful, as it provided a wealth of resources used during their visioning process and final products that gave us good direction.
- Graduate profiles from other school districts – Through online searches, we found numerous examples of profiles of the skills and abilities that other districts hoped to instill in their graduates, which gave us ideas on how to best focus the conversations and frame the eventual graduate vision.

In addition to this review, RPEO staff also connected with various departments within MMSD who had recently undergone or were undertaking comprehensive reviews that could inform the district’s overall vision. Examples include the draft graduate vision created by the MMSD High School Reform Collaborative, the principal and teacher competencies created by a cross-function team led by Human Resources, the Family & Community Engagement Standards created by the Family & Community Engagement department, and the School-Community Partnership Policy, Guidelines, and Rubric created by the Strategic Partnerships & Innovation Office. These departments and resources were used to help structure the vision creation process and the subsequent analysis.

Guiding Questions

Three questions guided the Vision 2030 development process:

1. What knowledge and skills does a college, career, and community ready MMSD graduate need to succeed by 2030?
2. By 2030, what qualities should thriving educators, schools, and family and community partnerships have to help prepare all students to be college, career, and community ready graduates?
3. Between now and 2030, what should we do to maximize our current strategies and explore new opportunities to achieve our vision?

To develop these questions, RPEO staff worked with district leadership across departments and reviewed existing visioning practices from public education and other organizations throughout the country. Once a draft set of questions was created, the Board of Education then reviewed and gave input, which led to the final questions above. These questions guided every vision input session and focused all subsequent analyses.

The focus on the year 2030 was an intentional choice, designed to help participants ground the discussion in children they know today. A student entering 4K in MMSD in the 2015-16 school year will graduate in 2029.



Throughout the development process, the conversations focused on defining what it would mean to be a MMSD graduate now and in 2030, when these students would leave MMSD for college, career, and community participation. While 2030 served as the endpoint, the conversations simultaneously focused on what changes should happen between now and 2030 to make this vision possible.



Data Collection

The vision for MMSD belongs to all of us, serving as a reflection of our core values; as such, its development centered around collective input and creation, engaging as many stakeholders as possible in the conversation. At the same time, it draws on existing research and builds on ongoing work in the district connected to our Strategic Framework to ensure that the vision is grounded in best practice and our progress thus far. Over the course of ten months, the Research & Program Evaluation Office brought together these ideas to create Vision 2030. In particular, Beth Vaade (Qualitative Research Supervisor), Brianne Monahan (Qualitative Analyst LTE), and Bo McCready (Quantitative Research Supervisor) were integral to the Vision 2030 development and analysis by leading the research design, input session presentation, session facilitation, qualitative coding, and creation of all Vision 2030 products.

The input sessions were a crucial component of this process; as such, RPEO staff created a structure based on several key principles designed to facilitate collective input and creation, including:

- Capturing a variety of voices, including students, staff, parents, community members, and leadership
- Allowing for varied opportunities for input, with in-person and online opportunities for input
- Targeting groups based on interest, taking the discussion to pre-existing groups that demonstrated interest in the conversation
- Using existing structures and work when possible, piggybacking on meetings that exist and work already being done in MMSD and beyond
- Gathering maximum data by structuring sessions for both small and large-group discussion and notetaking

RPEO created two types of input sessions. Comprehensive sessions were meetings with groups who would only have once chance to discuss the vision in-person; as such, the conversation focused on Guiding Questions 1 and 2. Phased sessions were repeated meetings with the same group of participants over time. In those sessions, participants had a conversation about one question or a component of one question.

RPEO designed the input process to be as standardized as possible, to allow for consistent data collection and analysis. Input sessions followed a set structure, based on session type.

- *MMSD Staff and Leadership* sessions were comprised of multiple types of sessions. Input sessions happened as part of the Superintendent's school visits. They were open to all school staff, facilitated by the Superintendent, and focused almost exclusively on large-group conversation around the guiding questions of interest. Those meetings were typically shorter, lasting between 25-35 minutes, and participants received materials to review in advance. In addition, we conducted input sessions with all Central Office staff via the Central Office Institute, lasting approximately one hour and focused on comprehensive discussion. We did multiple, phased input sessions with the Central Office Leadership Team during their monthly meetings, typically lasting 30-45 minutes each. Finally, we collected input from the Board of Education during two special sessions, with the first lasting 45 minutes and the second approximately 60 minutes.
- *Community input* sessions were facilitated by RPEO staff, with an introduction provided by the Superintendent. These meeting included a short presentation describing the Vision 2030 development process, small-group discussion of the guiding questions, and large-group share outs that highlighted key ideas from each small group. In these sessions, small groups designated roles for members, including a notetaker who emailed notes directly to RPEO staff at the conclusion of the session. Those meetings typically lasted between 1.5-2.5 hours.
- *Superintendent Advisory Group* sessions were facilitated by RPEO staff. As phased conversations, they typically included an inclusion activity directly related to the topic of interest that day, a review of the previous session's findings and then small-group discussion of the question of interest for that session. Small groups designated roles for members, including a notetaker who emailed notes directly to RPEO staff at the conclusion of the session. Those sessions took place as part of a standing meeting for the group and lasted approximately 45 minutes each.
- *Student input* sessions were facilitated by RPEO staff, with the structure varying depending on the age and size of the group. In all sessions, students broke into small groups to discuss the questions of interest, with a RPEO staff member or other central office staff member serving as facilitator and notetaker, as needed. The length of the meeting depended on the school's class schedule, as they took place during a class period; most lasted between 45-90 minutes.



RPEO staff made the conscious decision to build session protocols that focused on having participants take their own notes in small groups. While this decision meant high variability in the details contained within the notes, as well as the legibility and focus of the notes, it allowed for more ideas and discussion to take place than would have been possible had a RPEO staff member been required for each group. It also gave ownership of the discussion directly to participants, which was critical to the vision development process.

To ensure consistency across a variety of meetings, RPEO developed a standard notes protocol, modified by meeting type, along with a process description document to help train notetakers from outside the RPEO office (such as Human Resources staff, School Improvement Partners, Family & Community Engagement staff, and Personalized Pathways staff). Appendix A: Resources for Notetakers includes an example notes protocol and training document for notetakers. Small-group notes were cleaned by RPEO staff and incorporated directly into the notes protocol for that session. These mechanisms helped create a consistent approach to notetaking in large-group settings.

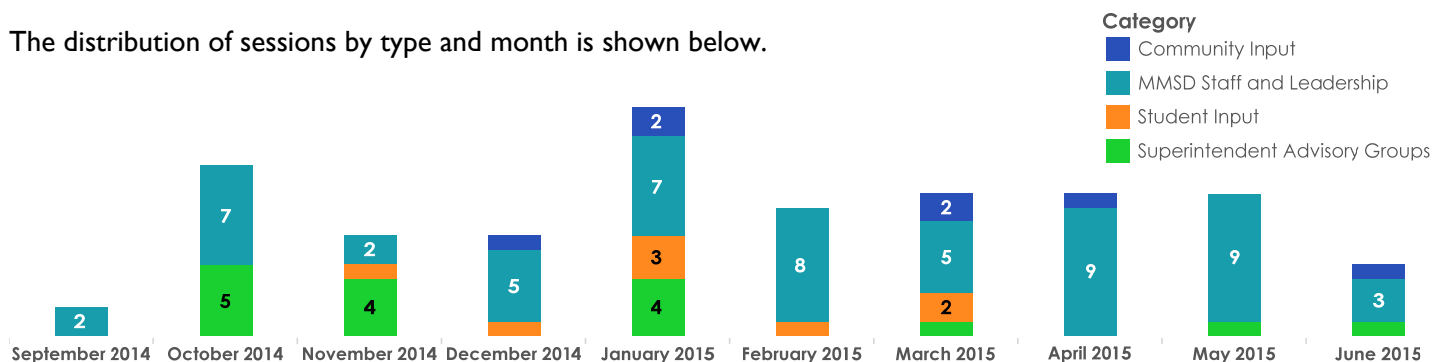
Table 1 outlines the 85 input sessions held from September 2014 through June 2015 (see Appendix B: Calendar of Input Sessions for the scope and sequence throughout the year).

Table 1: Vision 2030 Input Sessions

Session Type	Description	Comprehensive or Phased	Facilitator; Large-Group Notetaker	Number of Sessions	Approx. Number of Participants
MMSD Staff and Leadership	Voluntary staff meeting at every school as part of Superintendent’s annual visit; Central Office Institute input session; Central Office Leadership Team input; Board of Education input; Strategic Framework Planning Group input	Comprehensive and Phased	Superintendent or RPEO Staff; RPEO Staff or Chief of Staff	57	1500
Community Input	Sessions organized to discuss Vision 2030 – three community-wide sessions; four ad hoc sessions by request of particular groups	Comprehensive	RPEO Staff; RPEO Staff	7	150
Superintendent Advisory Groups	Includes Parent, Teacher, Student, Community Leaders, and Principal Advisory Groups; Met with groups as many as four times during 2014-15	Phased	RPEO Staff; Central Office Staff	16	300
Student Input	Sessions at six high schools (La Follette, East, West, Memorial, Shabazz, IAE) and two middle schools (Sherman, Sennett)	Comprehensive	RPEO Staff; Central Office Staff or RPEO Staff	8	125



The distribution of sessions by type and month is shown below.



Approximately 2,100 MMSD staff, students, parents, and Madison community members provided input throughout the Vision 2030 process. Because participation was counted according to the notetaker’s observations, rather than by a check-in list or other more formal means, these numbers are only best estimates. For this same reason, we were unable to know with precision the demographic makeup of the individuals who provided input for Vision 2030. For some session types, such as school visits, the demographics reflected that group; MMSD teachers are predominantly white and female, and school visit participation reflected this trend. Knowing that this imbalance existed, district staff made efforts to ensure that a representative group of voices provided input on the vision during other types of sessions. Community input sessions took place in community locations across the city, such as Christ the Solid Rock Baptist Church, to encourage participation from families and community members who would not typically attend events at school district locations. We also leveraged more diverse community groups, such as the Latino Education Council, to gather input from Latino families and community members. Superintendent Advisory Groups are intentionally designed to be demographically representative of the constituency they represent, which brought a more inclusive voice to the process. Finally, student sessions, for which we could access demographic data, did show a diverse makeup of respondents, including students across grades, demographic groups, academic achievement, and engagement.

In addition to the formal input sessions, we gathered data through other mechanisms. The Vision 2030 website included an online feedback form, which allowed people an opportunity to provide written feedback on the guiding questions even if they could not attend a session in person. In total, over 300 comments were submitted to the online feedback form and incorporated into the dataset. People also submitted comments via email to the Superintendent or RPEO staff throughout the process, which were included in the final dataset.

In total, the input process included 88 meetings, over 2,000 participants, over 65 hours of conversation, and generated over 100,000 words analyzed.

Analysis methods

With this information collected, we then engaged in an intensive qualitative analysis. We catalogued and analyzed all the qualitative data from the Vision 2030 process. Notes from 88 meetings, along with online input and emails, were input into NVivo, a qualitative data analysis software package, and coded for themes.

First, we applied structural coding to all comments indicate which guiding question had prompted the response. We then conducted word frequencies within the structural codes pertaining to each guiding question to search for themes and trends. Using frequently used words and existing related work done by MMSD’s High School Reform Collaborative, Family and Community Engagement Department, Department of Strategic Partnerships and Innovation, and a cross-functional team working on educator diversity, recruitment, hiring and induction, we developed preliminary descriptive code lists for Graduate, Educator, School, Family Partnerships, and Community Partnerships. We then used the code list to categorize comments in the first round of coding.

Qualitative coding is an iterative process; the coding for Vision 2030 was done in at least two rounds. After the initial round of coding, we examined the results and redefined, combined, or eliminated certain codes to better match the content resulting from the input sessions. Several times throughout the coding process, we checked for inter-rater reliability by selecting a sample of notes for three RPEO team members to separately code. After comparing the

separately coded notes, we were able to clarify the definition of any code that was coded differently by different members of the RPEO team. See Appendix C: Analysis Codes by Question and Round for the list of first and second round codes for each question, as applicable.

A key component of our process was member checks throughout the development. A member check is when data, themes, interpretations, and/or conclusions are tested with members of those groups from whom the data was originally obtained. These checks can be done formally or informally, and are used as a technique for establishing the validity of an account. We utilized member checks in three ways. First, for those groups who contributed to the phased discussions (such as Superintendent's Advisory Groups), we began each session with a summary of the analysis thus far, allowing members to weigh in on whether this interpretation seemed appropriate. Second, for school visits and other comprehensive sessions that occurred between January-June, we brought preliminary drafts of the graduate vision (e.g., the findings from Question 1) for members to react to and give feedback. Three different versions of the vision were reviewed, allowing us to refine our analysis based on feedback. Finally, we created a preliminary report in April, which was presented to the district's Central Office Leadership Team and Board of Education for their feedback. By having those groups give feedback on the analysis to that point, we were able to validate the areas where our process had been most successful and identify sections where more data and/or refinement in analysis was needed.

When the Vision 2030 process began, we planned to create two main documents. The first was a stand-alone, public report on Vision 2030, which would be released alongside the 2015 Strategic Framework update. The second product would be an internal report, aimed at district leadership, which outlined the process and trends. As the year progressed, the decision was made to not release a separate public report, but instead incorporate the graduate vision (e.g., the findings from Question 1) into the 2015 Strategic Framework update. This report will now serve as the final document on the Vision 2030 development process.

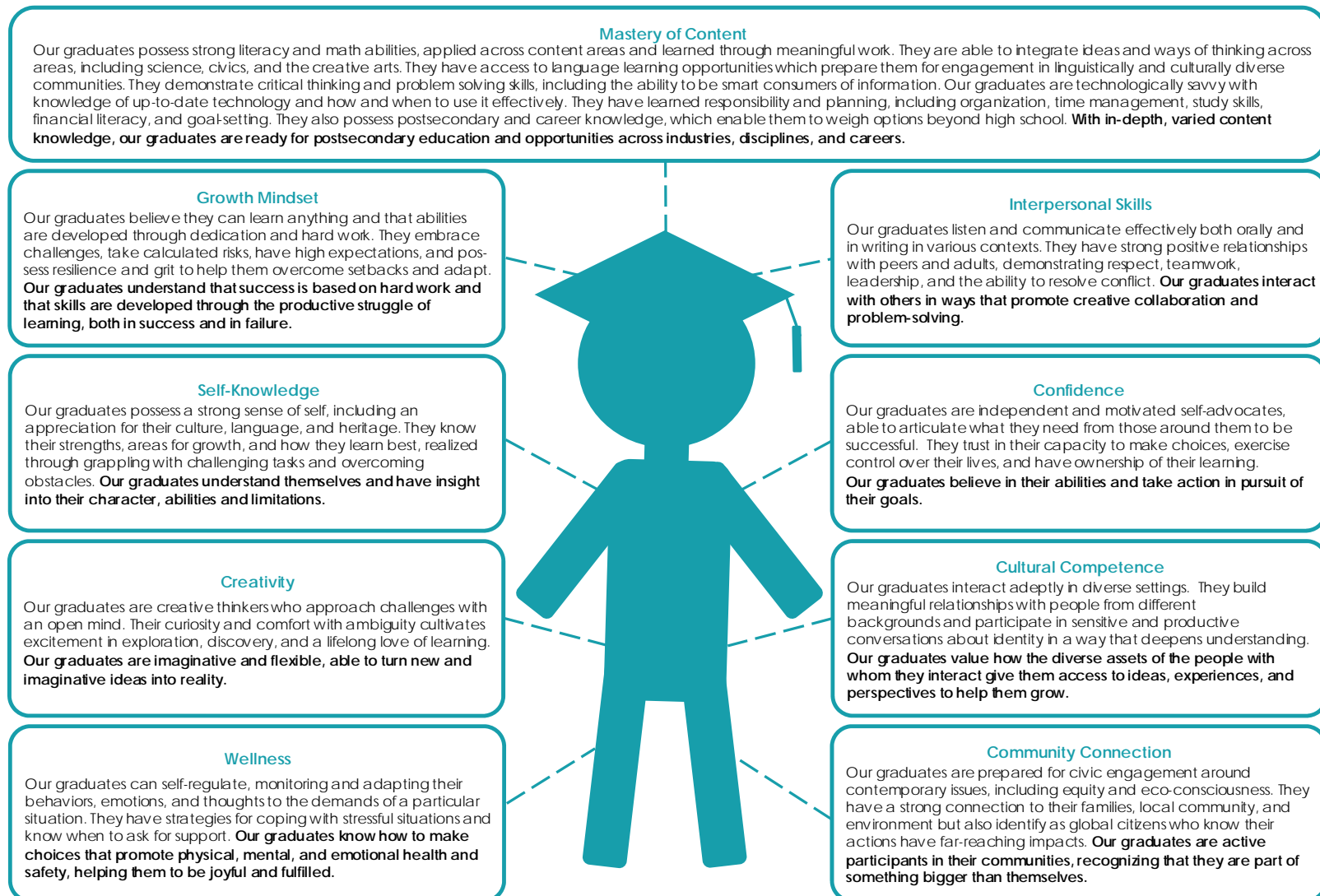
We want to acknowledge that data collection and analysis evolved throughout the Vision 2030 process. Although we sought a high level of rigor and consistency, the ultimate goal of Vision 2030 was not to create a methodologically advanced research report; instead, the goal was to engage our community in a visioning process that resulted in a co-created vision. This means that we made conscious tradeoffs in rigor to improve communication and inclusiveness. It also means that the final graduate vision and themes from other phases of the discussion do not align exactly to the coding frequency presented in the appendix. The creation of a vision is an iterative process. A vision is not a list of the most common themes in a series of conversations, but rather the product of reflecting on those common themes, discussing what they mean for our work, and turning them into a vision that reflects our shared values, as well as the direction of the District. The most common themes are in Appendix C. What we learned follows.

Findings – Guiding Questions

After completing the qualitative analysis, we were able to isolate themes within each of the guiding questions. The following sections reflect the prevalent themes within the notes for each session.

Question 1: What knowledge and skills does a college, career, and community ready MMSD graduate need to succeed by 2030?

The foundational work for Vision 2030 centered around defining what knowledge and skills a college, career, and community ready graduate needs to be successful in the future. Students are at the center of MMSD’s work; as such, this graduate vision plays a crucial role in framing all work done in the district and therefore deserved the most attention of all questions. We began the process of collecting information on this question from the first input session and continued through the last, which meant a wealth of rich data. The analysis process also was iterative, with multiple drafts shared, refined, and modified based on feedback. As such, the most common themes shifted over time, resulting in the final graduate vision below.



Question 2: By 2030, what qualities should thriving educators, schools, and family and community partnerships have to help prepare all students to be college, career, and community ready graduates?

The people and systems that assist MMSD students every day – including educators, schools, families, and community partners – play a vital role in preparing them for college, career, and community. As part of the Vision 2030 process, participants expressed a vision for each of these groups, highlighting the key elements needed to help ensure success for graduates. The following sections outline those themes. For each high-quality student support (teachers, schools, families, and community partners), we provide a brief summary of the coding trends and then a short narrative that illustrates how participants conceptualized the role of this group in supporting the graduate vision.

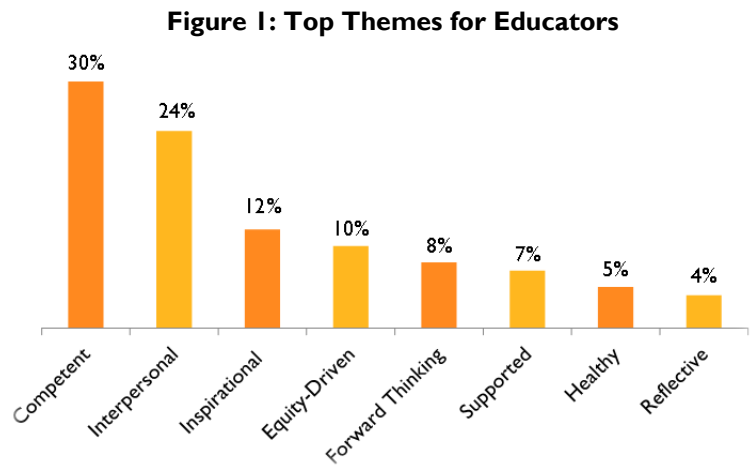
Innovative, Compassionate Teaching by Educators

In many ways, participants suggested that the qualities needed in educators were the same as the skills and abilities they wanted for graduates; these adults model college, career and community readiness for students every day. This vision for educators describes how teaching will happen in MMSD. The most cited themes for this question are listed in Figure 1 and brief descriptions of each can be found in Appendix C.

Participants called for educators who bring together a mastery of both content and delivery to design authentic learning experiences and create an engaging and challenging learning environment. They wanted educators who demonstrate strong content knowledge in what they teach, creating connections between the subject, learning objectives, and the outside world. These educators should work to facilitate authentic learning, guiding their students to explore new ideas and develop of critical thinking skills; as one participant said, “process is as important as content.” In the classroom, educators should differentiate instruction for students based on their needs, being flexible in how content is delivered and incorporating technology when appropriate.

Participants believed building meaningful relationships should be a top priority of MMSD educators, as evidenced by the prevalence of Interpersonal and Inspirational as top themes in participant discussions. Educators’ strong interpersonal skills should help them “connect with students,” colleagues, and families, and they should remember “how important they are to kids.” They called for educators to use multi-faceted communication, working consistently to collaborate and connect both in and outside of school. They believed educators should be passionate about what they do, inspiring a generation of learners and serving as positive role models. In addition, educators should focus on equity, demonstrating cultural competence and expecting excellence for all students, “encouraging everyone to reach their potential” regardless of their background.

Much like for graduates, participants want a growth mindset to drive MMSD educators. Teachers should be “lifelong learners” who believe in their ability to continuously improve through dedication and hard work; this belief helps them create, innovate, and take risks on behalf of student learning. Participants called for teachers to have the time and space for self-reflection, examining data and owning student outcomes. Finally, they wanted educators who are self-confident, which allows them to be resilient and persevere to overcome challenges. In addition, participants wanted educators to be healthy mentally, physically, and emotionally, with supports in place to manage stress and balance their lives.



Reimagined, Thriving Schools

For MMSD graduates to be successful in 2030 and for educators to help them reach that goal, participants stated that the district must rethink the systems and beliefs that structure schools today. The Vision 2030 process highlighted several key qualities that schools must have to make for joyful learning environments. The most cited themes for this question are listed in Figure 2.

Participants stated that schools should be innovative. They believed schools should be customizable and personalized, featuring a variety of course options that enable students to discover and pursue their interests; one participant described the ideal experience as “choose your own adventure.” They called for flexible scheduling options and adaptable credit requirements to ensure that students truly are able to access the opportunities in which they are most interested. Participants believed MMSD schools should be borderless, with educational opportunity occurring outside the traditional school calendar or campus. Students would be able to expand upon their classroom lessons by accessing off-site learning opportunities, from taking MMSD sponsored field trips, to enrolling in college courses, to earning credit for a class online. Some participants called for learning to take place in the evening, on the weekends, and year round—via summer school, online classes, and year-round MMSD schools.

Participants wanted schools to be intentionally structured to be conducive to learning and working. Across the district, facilities should be bright, well-maintained, and “comfortable,” one participant’s desire for schools that are “warm, inviting, and welcoming space” was representative. They also suggested that the school day schedule should be responsive to student development, with start times that fit student needs, and that school leaders should ensure that schools are transparent, communicative, and well-run.

In 2030, participants believed thriving schools should be supportive, inclusive, and healthy. They promote cultures of acceptance where individuality is nourished and students feel free to be themselves. In participants’ eyes, schools should possess a tangible sense of community, with reasonable class sizes that cultivate strong, individualized relationships between students and their teachers. Our participants believed thriving schools value inclusivity, fairness, and cultural competence, with the cultures of all students celebrated and visibly represented throughout the school - from curriculum to hallway art. They desired a diverse faculty that mirrors the MMSD student body, providing models of success for all students. Physical and mental health also emerged as core tenets of a thriving school. Schools, according to our participants, should promote healthy lifestyles for students by providing nutritious meals and breaks for physical activity. Equally important, schools should work to destigmatize mental health and ensure students’ access to necessary services.

Integrated, Rewarding Family Engagement

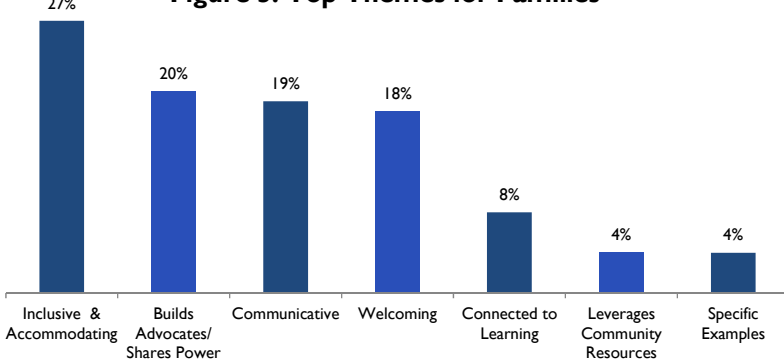
Participants viewed families as essential partners in school success, as they know their children best and are in the best position to advocate for what their children need. Authentic and mutually-supportive engagement equips families and educators to make the best possible decisions for their children and all children. The Vision 2030 process highlighted the key qualities that these school-family partnerships need to make engagement a success. The most cited themes for this question are listed in Figure 3.

Participants wanted family partnerships that are inclusive and accommodating of differing needs and acknowledge the diversity of MMSD families, so all families can actively participate in their student’s education. As an example, meetings between staff

Figure 2: Top Themes for Schools



Figure 3: Top Themes for Families



and families should take place during times that are convenient and in accessible locations, including sites in the community outside of the school campus; as one participant suggested, “if families don’t come to you, you go to them.” They cited the need to eliminate language and cultural barriers that can make it difficult for families to engage, including offering translation and other services as necessary.

Participants called for families and educators to share power and view each other as equal partners in the student’s education. They believed educators should value the strengths and assets that families bring to the table, honoring their “funds of knowledge” – the historically accumulated and culturally developed bodies of knowledge and skills within a household. They wanted families to be involved in facilitation of meetings and in setting goals for their student, because “parents have something to say about their child’s education.” Educators and families should share strategies and work collaboratively to craft plans for each student’s success. Regular, two-way communication through a variety of mediums could help relationships and ensures that each party has access to current and meaningful information in a user-friendly manner. Our participants wanted partnerships to provide families with the knowledge and skills to become fully empowered as advocates for their children’s education.

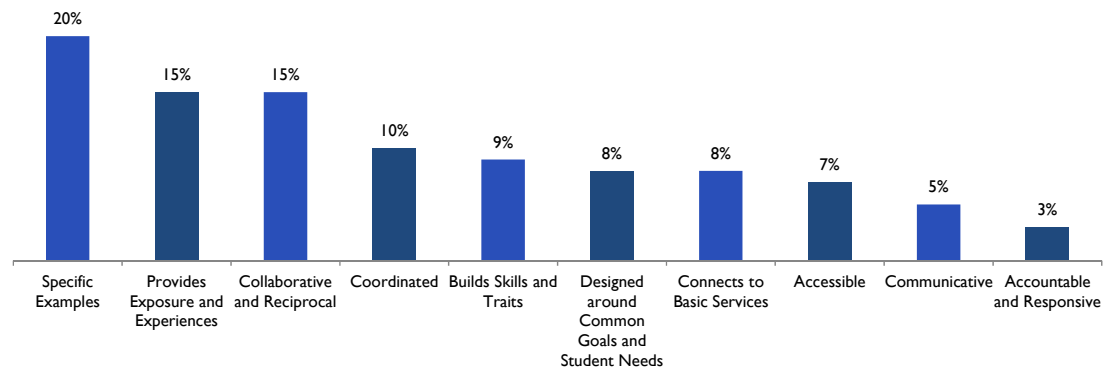
Participants wanted educators to help families understand their child’s educational environment by providing information on national, state, and district initiatives as well as current events and programs taking place at local schools. Schools, they believed, should help connect families to available school-based or community resources to build family capacity to support their student; one participant suggested we “bring the community into the schools and see the school as a community resource.” Positive, welcoming relationships between MMSD staff and students’ families based on mutual trust and shared goals form the foundation of productive partnerships. They described a reality where families feel comfortable and unintimidated when entering school buildings and interacting with school staff, helping parents and families feel free to visit and volunteer.

Aligned, Dynamic Community Partnerships

For students to achieve college, career, and community readiness, participants believed it takes support beyond educators, schools, and families. Community partners play a critical role in the success of MMSD students, schools, and families. The most cited themes for this question are listed in Figure 4.

During these conversations, participants most frequently discussed specific examples of community partnerships they wanted to see expanded or modified. From the notes, it was not always apparent why these examples were important; instead, they were simply mentioned as successful.

Figure 4: Top Themes for Community Partnerships



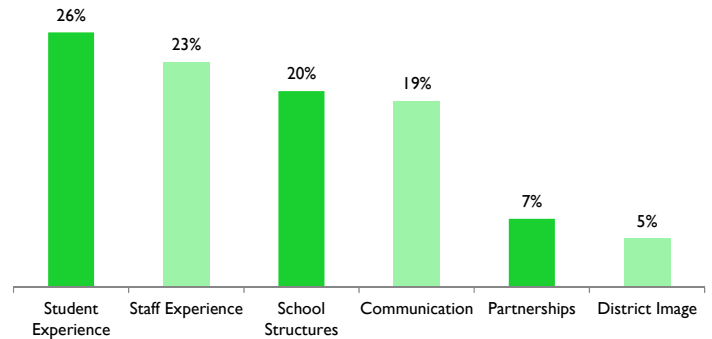
Providing exposure and experiences for students, being collaborative and reciprocal, and being well-coordinated were the most frequently-cited desirable qualities for community partnerships. The most common topic for exposure and experiences was increasing the scope of internship opportunities. Other discussions focused on integrating community organizations and businesses within schools. Multiple comments emphasized that these interactions should be routine, “so the kids are used to seeing them.” Participants often discussed how collaborative and reciprocal partnerships should be “mutually beneficial” and symbiotic, ensuring “a trusting relationship” and strong commitment from all parties involved. Conversations about coordination revolved around “breaking down boundaries” to make services and systems more efficient and less duplicative. As one participant stated, “we’re operating as distinct pods. Schools are working on equity, churches are working on equity, the Boys and Girls Club is working on equity, but we’re not talking to each other.”



Question 3: Maximize and Explore

Overall, Question 3 received the least attention during the Vision 2030 process. Only three conversations were devoted to this question. In addition, participants struggled to engage with this question, and discussion frequently moved to topics not connected to the concepts of maximizing current practices and exploring new opportunities. As such, the findings connected to this question should be interpreted with caution, as they were not based on the same broad base of input as the other questions. Figure 5 shows the most common themes for this question. For more information on the analysis, see Appendix C.

Figure 5: Top Themes for Maximize and Explore



During these discussions, participants pointed to four major areas to maximize: communication, partnerships, the staff experience, and the student experience. When discussing communication, they focused on better sharing of information across groups, including between schools and families. Specific examples include improving parent-teacher conferences, making sure information-sharing is

balanced and consistent, and maximizing communication across staff in different locations. As one participant said, “there are so many things that could be learned across schools, between levels;” another indicated “schools don’t get time to interact across schools.” Conversations about maximizing partnerships focused on mutual benefit and removing barriers to engagement. Specific examples include focusing on equity in internship opportunities and continuing to partner with REAP Food Group to pursue healthier food options in schools. Maximizing the staff experience focused on staff development and morale. Multiple participants suggested giving teachers room to develop their own plans for personalized learning, and making sure teachers have the time and support necessary to do their jobs effectively. Conversations about the student experience focused heavily on empowerment and opportunities to “own their educational experiences.” Students were particularly concerned about how they could maintain flexibility and personalization within educational pathways, making sure they are “personalized” and not “tracked.”

Conversations about exploring new opportunities focused on two areas: school structures and the image of the district. Exploring school structures focused on place and time, as well as flexibility and creativity. Participants suggested that the district “consider the school being beyond the four walls of the building” and encouraged “opportunities for kids to travel outside Madison.” Others suggested considering changes to the school calendar, mainly to support teachers; one participant said “I would be willing to give up early release days to give teachers a full day off,” and another argued that “what it is doing to our staff to not be able to catch your breath is not sustainable... it’s come to a point where exploration of [school calendars] has to happen.” Participants also suggested other flexible and creative models for schools, including whether magnet schools could be an alternative to neighborhood schools. Finally, participants discussed the image of the district and how MMSD could take proactive actions for improvement. One participant suggested lobbying to change legislation that is detrimental to the district’s work. Other conversations focused on “[dispelling] myths with reality,” marketing the great benefits of the district so families “don’t feel the need to leave our district” and working “to change the climate/attitude about public schools.”



Findings – Additional Observations

After engaging in a year-long vision development process, we have learned a great deal beyond our initial questions. We have shared a few of those observations below, as they may prove helpful to the district as we move forward on other projects.

Our community wants action now, not more discussion or plans

Across dozens of meetings, we consistently heard the theme that action is needed now, rather than more discussion or planning. Community members expressed the desire to see the district take bold steps forward, rather than spending time discussing ideas or crafting future plans. While most participants agreed that a clear vision is necessary to guide district actions, they wanted to emphasize that the vision process should not be drawn out, and that actions should be taken shortly after its conclusion (or while it is under development) to help students and staff now.

Many people – both internally and externally – are unfamiliar with the Strategic Framework and MMSD’s current work

After almost 90 meetings with thousands of participants, it is clear that many people – both internal and external to the district – are unfamiliar with the current efforts and foundational documents driving the district’s work. Facilitators throughout the process spent time familiarizing participants with what is happening now, and encountered many misconceptions about current policies, practices, and core values. This lack of common understanding became particularly apparent during the later phases of the vision development process, when the conversations relied on participants knowing what was happening in MMSD now to make recommendations for the future. In those discussions, participants often cited efforts already underway as new practices to explore. Although we would not expect everyone to be intimately familiar with all district efforts, the conversations gave our team a glimpse at the communication that still needs to be done – with our own staff as well as external groups – to bring everyone to a common understanding on who we are as a district, what we are doing now, and where we are trying to go.

No one believes MMSD can or should accomplish this vision alone

In almost every meeting, we heard the consistent cry for this vision to encompass not just MMSD, but the entire Madison community. Because the graduate vision is so comprehensive, many groups wondered how any group alone (parents, staff, etc.) could possibly accomplish instilling all of these skills and abilities. In response, most groups spoke to how the graduate vision should be a vision for our community, one that requires the involvement of multiple agencies. There were calls for broad based support – including the City of Madison, community organizations, and other supports – to help achieve what was outlined here, rather than making it a solely school district effort.

How you gather input matters as much as the input you gather

Participants consistently expressed appreciation for an authentic engagement process, grounded in structured facilitation, broad-based participation, and tangible outcomes. Many participants cited other past engagement opportunities where they did not feel their input was heard and/or used. The vision development structure – focused on conversation, with clear prompts and generated, shared products – seemed to help alleviate many of these concerns. As a result, many participants expressed a desire to stay involved and learn more as the project progressed. We believe this experience emphasizes the need for advanced planning and attention to detail when it comes to gathering stakeholder input. In many ways, the way that input is gathered may matter far more than what is actually generated.

Next Steps

What we learned through Vision 2030 has broad implications across the district. Our vision for MMSD graduates can influence our day-to-day work, as well as professional development, as we align both with this vision. Other elements are hugely relevant for specific departments. For example, the prevalence of the “Innovative” theme for schools suggests a role for Strategic Partnerships & Innovation; the desire for family engagement that is inclusive and builds advocates affects the work of Family, Youth, & Community Engagement; and the themes across conversations about community partnerships will influence our plans for Community Schools. Lessons from this process will influence what we do in both the short and long term, as we work toward a vision that is more specific and tangible.



Appendix A: Resources for Notetakers

Example Protocol Vision 2030 Discussion – [Insert Meeting Name]

Basic Information

Meeting Date:

Meeting Start Time:

Meeting End Time:

Approximate Number of Attendees:

Group Characteristics:

Post-Meeting Impressions

Overall Tone of Meeting::

Engagement of Participants:

Responses to Prompts

*Record participant comments in regular type; facilitator comments in **Bold**; group observations in [brackets]; and notetaker comments in *italics*

Prompt: What should a college, career, and community ready MMSD graduate look like by 2030?

Large-Group Comments

-

Small-Group Notes

-



Input Sessions – Tips for Taking High-Quality Notes

Before the Meeting Begins

- Set up your laptop (e.g., boot up the computer, log in, and get all necessary programs running)
- Check to be sure you have enough battery life to make it through the entire meeting; if not, immediately find a location where you can plug in
- Load the notetaking protocol and complete any sections you can before the meeting begins (e.g., meeting title)
- Position yourself in a place where you can hear the entire conversation but will not impose on the flow – the very front of the room, off to the side, is usually a great location
- Save the notetaking protocol document to the local desktop with a new file name that lists the location, type of meeting, date, and your initials (e.g., “Huegel Facilities Input 08.12.14 BV”)

During the Meeting

- As the meeting is beginning, capture as much of the general information as possible (meeting start time, number of participants, composition of the room, etc.)
- Save frequently – every three comments is a good rule of thumb
- Focus on capturing as much of the spoken conversation as possible –if you cannot type comments word-for-word, then focus on including as much relevant detail as possible
- Type fast and do not stop to correct typos while recording – you will edit later for clarity
- Always separate different speakers into separate bullets
- If possible, separate comments on different topics into separate bullets, even if they are said by the same speaker
- If someone has a particularly great quote, do try to capture it word-for-word and put quote marks around it to indicate that it is an exact quote
- Do not capture who said a particular comment - we do not want or need any identifying information tied to specific comments
- Capture group responses (e.g., nodding/shaking heads, applause, laughter) in [brackets]
- If someone’s response is entirely off topic (e.g., a story about their cat), make a note in italics that it happened but don’t worry about capturing the comment
- Be sure to capitalize proper names and acronyms, even if it’s only your best guess about how to spell them
- If you must leave the room, note in italics that you left and how long you were gone (e.g., *missed recording five minutes*)
- Do not change the format of the protocol - consistency is crucial for high-quality analysis
- When the meeting concludes, immediately capture the end time; recount participants to ensure you didn’t miss anyone who came in late; adjust group characteristics, if necessary; and save a copy of the file both to the local hard drive and another location you can access (e.g., sending it to yourself via email, saving it to your Google drive)

After the Meeting

- Record your impressions of the overall tone of the meeting (e.g., agreeable, confrontational) and engagement of participants (e.g., highly engaged, only one or two people participated)
- Reread the notes for accuracy
- Correct any typos, misspellings, or unclear statements
- If you are unsure what a comment was referring to, or the language is not clear, make a note in *italics*
- Once the notes are as complete as you can make them, save a copy for yourself (in case they are needed later) and send to Beth Vaade (envaade@madison.k12.wi.us)



Appendix B: Calendar of Input Sessions

September						
S	M	T	W	T	F	S
	1	2	3	4 COLT	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27 Board Retreat
28	29	30				

October						
S	M	T	W	T	F	S
			1 Student AG, Linderbergh	2 Parent AG, Lowell	3	4
5	6	7 Community Leader AG	8 Principal AG	9	10 Olson	11
12	13	14 Mendota	15	16 Falk	17	18
19	20	21	22 Teacher AG	23	24	25
26	27	28	29 Lake View	30 Jefferson	31	

November						
S	M	T	W	T	F	S
						1
2	3	4	5 Parent AG	6	7	8
9	10	11	12 Teacher AG	13	14 COLT	15
16	17	18	19 Memorial, Principal AG	20 Community Leader AG	21 Students - La Follette	22
23	24	25	26 No School	27 Thanksgiving	28 No School	29
30						

December						
S	M	T	W	T	F	S
	1	2 Lincoln, Community - East	3 Midvale	4 Students - East	5	6
7	8	9	10 La Follette	11 Marquette	12 Kennedy	13
14	15	16	17	18	19	20
21	22 Winter Break	23 Winter Break	24 Winter Break	25 Winter Break	26 Winter Break	27
28	29 Winter Break	30 Winter Break	31 Winter Break			

January						
S	M	T	W	T	F	S
				1 Winter Break	2 Winter Break	3
4	5 MNCCD	6 Leopold	7 Randal, Parent AG	8	9 COLT	10
11	12	13 Students - West	14 Student AG	15 Whitehorse	16 Lapham	17
18	19 No School	20 Students - Shabazz	21	22 Teacher AG	23 Shorewood	24
25	26	27 Students - Sherman, Community - North	28 Sherman, Principal AG	29	30	31

February						
S	M	T	W	T	F	S
4	5	6	7 Spring Harbor	8 Toki	9 No School	10
11	12	13 Central Office Institute	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

March						
S	M	T	W	T	F	S
1	2	3 Schenk	4 Sennett	5	6	7
8	9	10	11 Student AG	12	13 No School	14
15	16	17 Students - IAE	18	19 SHRAC	20 Sandburg	21
22	23	24 Students - Sennett	25 Wright	26 Community - West	27 Muir	28
29	30 Spring Break	31 Spring Break				

April						
S	M	T	W	T	F	S
			1 Spring Break	2 Spring Break	3 Spring Break	4
5	6	7 Alis	8 Black Hawk	9	10 COLT	11
12	13	14	15	16 Glendale	17 Gompers	18
19	20 BOE Special Session	21	22	23 Franklin	24	25
26	27	28 Badger Rock	29 Hawthorne	30		

May						
S	M	T	W	T	F	S
					1	2
3	4	5 Evejhem	6 Parent AG, Hamilton	7	8 Crestwood	9
10	11	12	13 Chavez	14 Stephens	15 Huegel	16
17	18	19	20	21	22	23
24	25	26	27 East	28 Emerson	29 Thoreau	30
31						

June						
S	M	T	W	T	F	S
	1	2 Cherokee, AAPLC	3 Student AG, Nuestro Mundo	4	5 Strategic Framework Group	6
7	8	9	10	11 Last Day of School	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Phase 1: Development Process and Graduate	Phase 2: Educator and School	Phase 3: Family & Community Partnerships	Phase 4: Maximize and Explore	Comprehensive
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Appendix C: Analysis Codes by Question and Round

Question I: Graduates

In total, 76 input sessions between September 4, 2014 – June 5, 2015 contributed data to this question. The first and second round codes are listed below.

Round 1 Code	Percent of Comments Coded	Examples
Work with Others	13%	Teamwork; collaboration; interpersonal/relational skills (e.g., empathy, kindness, respect)
Self-Advocates	12%	Self-motivated; self-efficacious; options; personalized learning; self-directed; empowered; confident; having goals; working towards goals
Content Knowledge	9%	Knowledge of specific content areas; basic skills
Critical Thinking and Problem Solving	8%	Creative; critical thinking and problem solving; finding answers
Community Connected	7%	Accesses community resources; views self as member of community; prepared to participate in democracy; knowledge of social justice issues
Real-World/Life Skills	7%	Knowledge and skills to live independently; financial literacy; balance; time management; organization
Healthy	7%	Healthy mentally, physically, and emotionally; supported
Postsecondary Knowledge	7%	Knowledge of post-secondary options and what is required for each; higher ed. knowledge; career knowledge; job knowledge
Engaged Learners	6%	Excited to learn; sees learning as life-long journey; enjoys exploration
Self-Awareness	5%	Self-aware; self-knowledge; knowledge of strengths and weaknesses
Culturally Competent	5%	Appreciates diversity
Flexible and Resilient	5%	Ability to overcome obstacles; adaptable, flexible to changing circumstances
Tech. Savvy	4%	Fluent tech. user; thinks critically about tech (does not rely on it)
Global Citizen	3%	Understanding of world around them and their role in it; including sustainability and environmental consciousness; being globally competitive
Language Skills	3%	Knowledge of multiple languages, including world languages and/or tech. languages e.g. coding

Round 2 Code	Percent of Comments Coded	Sub-Codes
Learners	23%	Critical thinking and problem solving; curiosity and joy for learning; flexible and resilient; self-management and study skills
Knowledgeable	16%	Content knowledge; language skills; tech savvy
Self-Knowledge	15%	Self-advocacy; self-awareness; self-directed towards goals
Interpersonal	16%	Interpersonal; communication; interpersonal values; teamwork
Sense of Future	9%	Knowledge to live independently; postsecondary knowledge
Community Connected	9%	Citizenship and volunteerism; local and global identity
Healthy	7%	Healthy
Cultural Competence	5%	Cultural competence

Although the first two rounds of codes are captured here, these codes will not match exactly with the final graduate vision. The graduate vision received numerous rounds of review, which were informed by the coding process but also by input from other stakeholders (such as the Board of Education and MMSD Senior Leadership).



Question 2: Educators

In total, 73 input sessions between October 1, 2014 – June 5, 2015 contributed data to this question. The first and second round codes are listed below.

Round 1 Code	Percent of Comments Coded	Examples
Interpersonal	28%	Foster community, building relationships, cares about students, understanding, relationships
Competent	25%	Strong command of content, flexible and adaptable, differentiates to accommodate learning styles, uses technology
Inspirational	13%	Passionate, dynamic, empowers students, positive role model
Equity-Driven	9%	Understands and appreciates students cultures, believes all students can achieve
Supported	8%	Supported with time, professional development, and resources
Forward Thinking	7%	Strives to improve and learn new things, innovative and creative, has growth mindset
Reflective	5%	Takes responsibility for and ownership of outcomes, understands and uses data to improve, reflects on practice
Healthy	5%	Strong sense of self, resilient to overcome challenges, knows how to manage stress

Round 2 Code	Percent of Comments Coded	Examples
Competent	30%	Flexible and differentiating; facilitates learning and critical thinking; content knowledge; incorporates technology; creates positive learning environment
Interpersonal	24%	Builds relationships; collaborative and connected; communicative
Inspirational	12%	Passionate; empowering; role model
Equity-Driven	10%	Culturally competent; expects excellence of all
Forward Thinking	8%	Growth mindset and open mind; innovative
Supported	7%	N/A
Healthy	5%	Self-confident, efficacious, and resilient; health and stress management
Reflective	4%	Self-reflective; reflects on data; accountable and owns outcomes

Question 2: Schools

Round 1 Code	Percent of Comments Coded	Examples
School Culture and Values	23%	Community; support; social; personalized; connections
Content	21%	Opportunities/options; curriculum; experiential; individualized
Place	19%	Environment; classrooms; space; facilities; comfortable
Partners	15%	Parents; partnerships, connections; internships
Time	11%	Start; flexible; scheduling; summer
Staff	10%	Diverse; support; relationships

Round 2 Code	Percent of Comments Coded	Examples
Innovative	24%	Content-non-traditional modes; place – non-traditional spaces; place – tech-equipped; time- school day



Borderless	19%	Content – learning beyond school; time – year-round education
Customizable	19%	Culture- encourages individuality and personalized learning; time – class scheduling; content – personalization options
Conducive to Learning	14%	Culture – systems of support and accountability; place – adequate and equitable facilities; place – comfortable and conducive to learning and working
Healthy	11%	Culture- healthy and safe; staff – adequate support staff
Supportive	10%	Culture – positive relationships and sense of community; staff – student staff ratio
Inclusive, Fair, and Culturally Competent	7%	Content – relevant, culturally responsive curriculum; culture – inclusive fair culturally competent culture; staff – representative staff

Question 2: Families

Round I Code	Percent of Comments Coded	Examples
Inclusive & Accommodating	27%	“Cultural competence,” cognizant and accommodating of cultural and language barriers to partnership participation; flexible; family-centered; adapts to accommodate family needs, including regarding time and place
Builds Advocates/ Shares Power	20%	Builds skills in parents to support child education; interactive; input from parents; shared power; empowers parents
Communicative	19%	Communicates information to families via various modes, utilizes tech to reach parents
Welcoming	18%	Feels welcoming; built around positive relationships, trust
Connected to Learning	8%	Centered around child education; informative regarding child learning and school functions
Leverages Community Resources	4%	Link schools to community resources, organize support from community partners, establish school as hub of community life, align school partnerships to school and district goals and priorities, use a system to track and monitor partnerships.
Specific Examples	4%	Specific examples

Because the conversations around Phase 3: Family and Community Partnerships happened late in the process and because the data collected was less extensive, there was only one round of coding for these questions.

Question 2: Community Partnerships

Round I Code	Percent of Comments Coded	Examples
Specific Examples	20%	“The Boys and Girls Club does ____.”
Provides Exposure and Experiences	15%	Exposure to careers, cultural experiences, e.g. internships, guest lectures, job shadows, field trips, campus visits, etc.
Collaborative and Reciprocal	15%	Collaborative; mutually beneficial
Coordinated	10%	Coordinate services with schools; organized roles and responsibilities; sustained; structured and organized
Builds Skills and Traits	9%	Academic skills (tutoring, etc.), mentoring, extra-curricular; builds social capital



Designed around Common Goals and Student Needs	8%	Aligned to district goals; designed to meet the needs of MMSD students and reach MMSD goals
Connects to Basic Services	8%	Health—mental & physical, nutrition, supplies
Accessible	7%	All students can access and benefit from community partnerships; equitable across the district
Communicative	5%	Communication between schools and partners; transparency
Accountable and Responsive	3%	Own outcomes and monitor improvement; responsive to changing needs of students and families; flexible.

Because the conversations around Phase 3: Family and Community Partnerships happened late in the process and because the data collected was less extensive, there was only one round of coding for these questions.

Question 3: Maximize and Explore

In total, 3 input sessions between April 10, 2-15 – June 5, 2015 contributed data to this question. The first and second round codes are listed below.

Round 1 Code	Percent of Comments Coded	Examples
Student Experience	26%	Career path, personal, curriculum
Staff Experience	23%	Planning, support, morale
School Structures	20%	Use of school spaces, schedules, flexibility
Communication	19%	Collaboration, connections, engagement, reach out
Partnerships	7%	Building partnerships, community, internships
District Image	5%	Perceptions, lobbying

Because the conversations around Phase 4: Maximize and Explore happened late in the process and because the data collected was less extensive, there was only one round of coding for these questions.