



Cailey McDaniel, Naomi Makesa,
James Madison Memorial High School graduates

2015-2016

ANNUAL
REPORT

on the MMSD

STRATEGIC FRAMEWORK



Bianca Baker,
Daniela Espinosa Pena
La Follette High School graduates

GRADUATE VISION

Madison has a vision for all students – that they will not only graduate, but graduate with the skills and abilities to be successful in college, career and community.

We want our students to master academic content, build creativity, confidence and cultural competence, gain a strong sense of self and interpersonal skills and have a growth mindset to help them continually build the skills and abilities to be successful. This vision for Madison's graduates was developed with input from more than 2500 staff, students and community members.

And it is through our students that this vision comes to life. Our graduates display the diversity of strengths, interests, skills and bright futures that exist for every child in MMSD. In each of our students, we see them for who they are and who they are becoming. You'll see their stories highlighted as part of this report.



Dear Madison Community,

We are pleased to share with you our annual report on progress for the Madison Metropolitan School District. Our district's strategic framework, which is our strategy for improvement, is anchored to a simple but bold vision – that every school will be a thriving school that prepares every student for college, career and community. Everything we do is aimed at raising student achievement for all and closing the gaps in opportunity that lead to disparities in achievement.

We are proud to say that we are making progress toward bringing this vision to life. Through this report, you'll see progress illustrated through our action steps and our measurable results, as well as through stories about our schools and our students.

As we move this work forward, we will continue to embrace a culture of **excellence with equity** – one where we insist on holding high expectations for every child and every adult no matter the circumstance, while providing the unique support they need to meet and exceed those high expectations.

We must leverage and celebrate the incredible strengths our students bring to the classroom and work harder every day to ensure that all students not only graduate, but graduate prepared to be successful and thrive in their lives.

We are so grateful to have an engaged community, skilled and dedicated staff and most of all, outstanding students. Thank you for working with us to make our vision a reality for all children.

Sincerely,

Jennifer Cheatham
Superintendent

James Howard
Board President



Alvin Torry
Wright Middle School

Jennifer Cheatham
Superintendent

MOVING THE NEEDLE

Madison Schools continue to make progress in key areas



Early reading on the rise:

All student groups show increases in foundational reading skills by the end of second grade, including gap-narrowing progress.



Raising achievement across student groups:

African American students showed increases in third grade reading, middle school reading and math, high school GPA and graduation rate.



Narrowing Gaps:

Continued improvement on graduation rates overall and accelerated growth for some student groups. Rates for these student groups increased by:

+5%
African American students

+4%
Students who qualify for free/reduced lunch

+10%
Students with disabilities



OUR GRADUATES

Our vision for all graduates comes to life through our students. Madison graduates display the diversity of strengths, interests, skills and bright futures that exist for every child in MMSD.

Go to mmsd.org/ourgrads for their full stories.



On starting at Transition Learning Center:

"I started talking to the teachers more and getting my work done. **I started participating with class activities and getting along with everybody in class.**"



Kelsea Cystrunk
Innovative and Alternative Education's
Transition Learning Center (TLC) graduate

**What's next: Studying Liberal Arts
at Madison College in spring 2017**



Paze Xiong
East High School graduate

**What's next: Studying Mechanical or Biomedical
Engineering at the University of Wisconsin–Madison**

What she's most proud of at East:

"The community at East is so inspirational. Political activism is something that's really important. Just seeing how students at East are able to rally together around a certain issue... that experience has helped shape who I am and is just another example of **what it means to be a Purgolder and a member of a community.**"

On the day Amy first visited Shabazz as a prospective student:

"I had a really great day. It was probably one of the best days of my life... **I felt so included and loved by everyone around me** even though I didn't even go to school there. I got to spend time with people I probably never would have met or thought to hang out with."

Amy DeGraff-Castro
Malcolm Shabazz City
High School graduate

What's next:
Lawrence University



On his favorite things about Memorial:

"The community, how **everybody's connected.**"

Juan Ocampo-Soto
Memorial High School graduate

What's next: Classes in Auto
Collision and Repair and
Automotive Technology
at Madison College
before applying to the
Milwaukee School
of Engineering



Ari Davis
West High School graduate

What's next: Studying
Education at Carthage
College "Eventually I plan
to become a principal...
I would love to come
back and be a principal
for a school in my
school district."



Sydney Saunders
La Follette High School
graduate

What's next:
Studying Kinesiology
at the University of
Minnesota-Twin Cities
with the intention of
becoming a Physician's
Assistant



On what pushed him to achieve at West:

"The extra-curricular activities and the support from students and teachers at West have to be the best part about going to Madison West High School. **I had the privilege of being cast in Multico 19, a multicultural leadership group, and the experience has changed my life.**"

Why Sydney chose La Follette over a nearby school district:

"I've always loved La Follette's musicals and that was a big thing for me because I'm really into performing. **I found that it was just a better academic experience at La Follette.** As someone who wants to go on to be a doctor or physician's assistant, I felt like it was better to get a good education and still be in a very good music and drama program."

Our district's strategy to raise achievement for all and close gaps includes three major pieces – **SCHOOL IMPROVEMENT PLANS, COMMON PROFESSIONAL LEARNING** and our **5 PRIORITY AREAS**. In each area, we are making progress – progress that is producing positive results and laying the groundwork for future success across our district.

SCHOOL IMPROVEMENT PLANS

The School Improvement Plan (SIP) establishes the disciplined way of working necessary at every school in order to raise student achievement for all and close gaps.

All school improvement plans have measurable goals and strategies for all students, as well as focused goals and strategies to accelerate learning for student groups.

While schools implement plans, the district's central office aligns its support to those plans.

This year, schools deepened their focus on instructional strategies to accelerate student performance, explored new ways to improve family engagement and built stronger professional learning plans for staff.

Next year, we will expand intensive support at the district's highest-need schools and provide additional opportunities for schools to collaborate with each other. We will also focus district-wide on improving parent partnership that is linked to learning.

➤ All school improvement plans, and reports on them, are available at mmsd.org/sip



Katie Shaw
Van Hise Elementary School

'SET THE BAR HIGH. WE WILL MEET IT.'

Van Hise Elementary School Principal Peg Keeler says there's a "special sauce" to their students' extraordinary growth. One ingredient? Setting the bar high.

The result is that "proficiency has gone up in all of our groups," including their two student focus groups in their school improvement plan.

Sharel Nelson, the school's Instructional Resource Teacher, says, **"When we set our goals we ask ourselves, Did we set the bar too high? No – Set the bar high. We will meet it."**

➤ Go to mmsd.org/specialsauce to hear audio and read the full story. 

COMMON PROFESSIONAL LEARNING

Great teaching for all and examining race and bias

While schools stay focused on their plans, common learning across the district enables educators to strengthen instruction aligned to our shared definition of great teaching and to examine race and equity head on.

This year, common learning focused on instructional coaching – giving every teacher personalized, student-centered coaching and feedback on their instruction. Also this year, school leadership teams, principals, district leaders and the Board of Education worked with the National Equity Project (NEP) to examine racial equity and implicit bias – attitudes that affect our actions and decisions unconsciously – and identify opportunities to adjust strategies for addressing implicit bias.

Next year, the district will continue to work with the National Equity Project to deepen work around race and bias. A group of schools and of key school and district staff will work in depth throughout the year to learn, examine opportunities for improvement and bring this equity focus to the classroom.

"I think it's really critical that teachers and staff understand who they are and what they bring to the work that they do. NEP and the district's focus on race and equity has allowed people an opportunity to be vulnerable in a safe place."

– Dr. Angie Crawford, Principal, Wright Middle School

5 PRIORITY AREAS

Removing institutional barriers to student success

The work of the district's central office is focused on a clear set of priorities aimed at providing the tools and resources that schools need and removing institutional barriers to student success.

In each of these five priority areas, staff are working on strategies that raise achievement for all, and on strategies that are targeted toward closing gaps. Below are examples of this gap-closing work from this school year.

For a full inventory of work in each priority area visit mmsd.org/launch-steps

Our gap-closing strategy includes intensive support for the schools that need it the most.

Our **13** highest-need elementary schools are

comprised of **67%** students of color and **63%** students who qualify for free/reduced lunch.

1

Coherent Instruction

Targeted professional development in early literacy for all teachers in kindergarten through second grade and computer adaptive software aimed at developing early literacy skills at the district's **13 highest-needs elementary schools**. **Next year**, this support will be expanded to grades three through five.

2

Personalized Pathways

Used Academic and Career Plans to put students and their families in the driver's seat to map out what they want to achieve in their education and how they will get there.

3

Family, Youth and Community Engagement

Completed a family listening tour to hear voices of those the district has not historically engaged and used information to create a new family engagement toolkit for schools to better engage all families as partners in their children's education.

4

Thriving Workforce

Completed the first year of TEEM Scholars, a program that supports current students in becoming future teachers and builds on the district's focus to diversify our workforce.

5

Accountability Systems

Created new system and better supports for students' transition into high school to keep them on track to graduate.

+8 Technology Plan

First group of schools integrated technology into the classroom to enhance learning, and **eight more schools** on track to begin second semester in the 2016-17 school year.



Carletta Stanford
Principal of Mendota Elementary School


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.

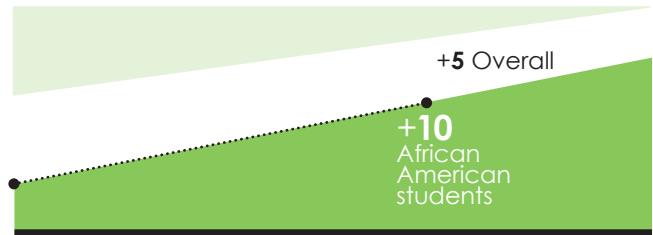
MORE STUDENTS READING BY THIRD GRADE

EARLY READING ON THE RISE: The district's focus on early literacy is paying off, with **increases across all student groups** and accelerated growth for those who need it the most. This is the type of gap-narrowing progress we want to see.

Literacy Benchmark overall **78%**  +6

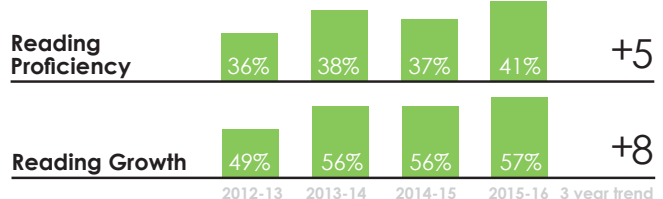
Literacy Benchmark - PALs Grade 2

Overall	2014-15	2015-16	+6
Asian	71%	76%	+5
African American	52%	64%	+12
Hispanic	63%	73%	+10
Multiracial	72%	79%	+7
White	80%	86%	+6
ELL	68%	75%	+7
Free/Reduced Lunch	57%	67%	+10
Special Education	32%	41%	+9
Advanced Learners	95%	100%	+5



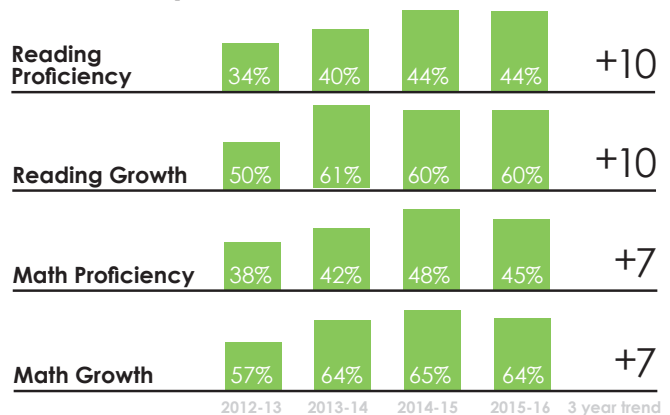
Gap-narrowing progress in third grade reading

Elementary Grade 3 MAP



Third grade reading: African American students increased reading proficiency and growth in elementary grades, with a **10% increase** in reading proficiency for third grade in two years.

Elementary Grade 5 MAP



NEXT STEP: With positive results in grades K–2, we will expand intensive support around early literacy to grades 3–5 at the district's highest-need elementary schools.



Rosalia Gittens
Mendota Elementary

Mendota Elementary Third grade teacher Debra Minahan has established a strong partnership with bilingual resource teacher Rosalia Gittens. Through their partnership, and the culture they've fostered, their students have seen **major growth over the 2015-16 school year, particularly for their African American students and English Language Learners (ELL), two focus groups of their SIP.**

Spring MAP results showed major increases in proficiency for ELL students, and 87.5% met their growth target.

Go to mmsd.org/majorgrowth to hear audio and read the full story. 

Principal Angie Crawford says the team at **Wright Middle School** is keeping their focus tight from year to year. "I really believe that improvements have come over time," she says, adding that the school's focus has helped it build on its strengths.

This year, the school focused on increasing rigor through collaboration for both students and staff. That included the new math curriculum that focused heavily on collaboration.

That tight focus and collaboration has paid off, with 4% increases in both reading and math proficiency this year.



Zaria Glover and Shelby O'Donnell
Wright Middle School

RAISING ACHIEVEMENT ACROSS STUDENT GROUPS

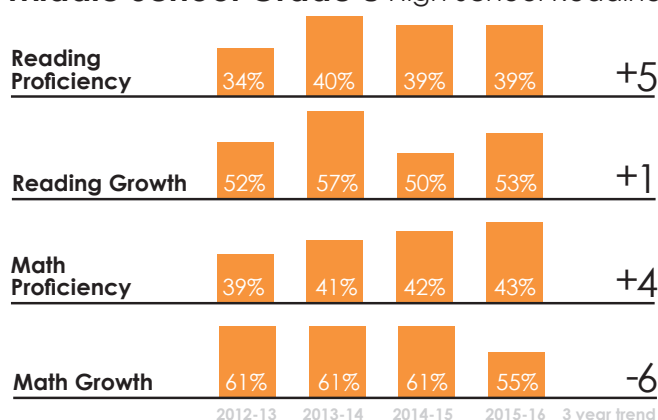
MATHEMATICS ON THE MOVE

After implementing a new math curriculum this school year, we are seeing a **4% increase in math proficiency in grades 6–8** and across almost every student group and every school.

Middle School Math Proficiency Grades 6-8

	3 year trend +4			
Overall	41%	42%	41%	45%
Asian	51%	54%	54%	59%
African American	9%	8%	8%	12%
Hispanic	19%	19%	19%	24%
Multiracial	34%	37%	36%	43%
White	61%	64%	64%	68%
Free/Reduced Lunch	25%	25%	23%	28%
ELL	17%	18%	18%	20%
Special Education	12%	14%	12%	11%
Advanced Learners	–	–	95%	97%
	2012-13	2013-14	2014-15	2015-16

Middle School Grade 8 High School Readiness

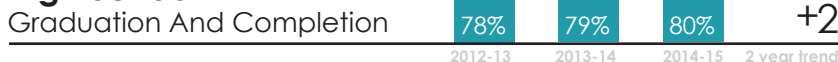


NEXT STEP: Expand intensive support on literacy and adolescent development to the district's highest-need middle schools.

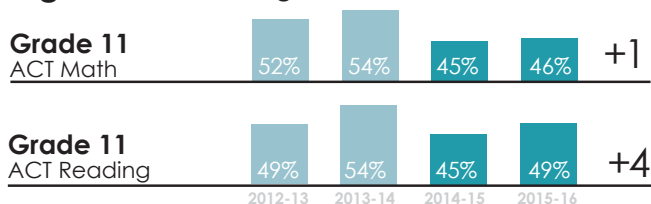
NARROWING GAPS IN HIGH SCHOOL GRADUATION

Graduation rates continue to move in the right direction, and schools are seeing promising results for student groups.

High School Graduation And Completion



High School College Readiness

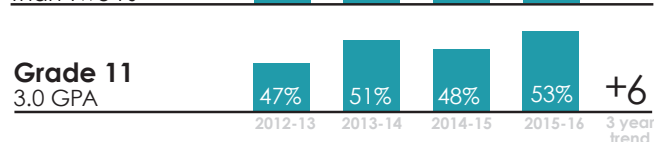


Since 2014–15, our first year of universal administration, more students than ever are taking the ACT – in the last two years, an 11% increase in participation overall and a 28% increase for African American students – with scores near the 65th percentile nationally and improving. Our positive strides in increasing 11th grade GPA as well as increasing the percent of students



80% graduation rate for African American students at La Follette High School, an increase from 65.8% two years ago. District's overall graduation rate: 80.4%

Grade 9 Students With Fewer Than Two Fs



Grade 11 3.0 GPA



meeting college readiness benchmarks on the ACT show that not only are more students graduating, **but more students are graduating with higher skills.**

NEXT STEP: Launch of improved systems for keeping ninth grade students on track to graduation and continued planning for the implementation of Personalized Pathways.

Learn more at mmsd.org/2015-16-data

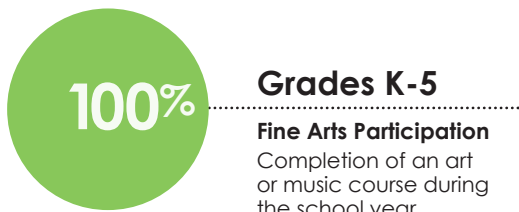
Improving Access to Advanced Coursework, Fine Arts and World Language for All Students

GOAL 2

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

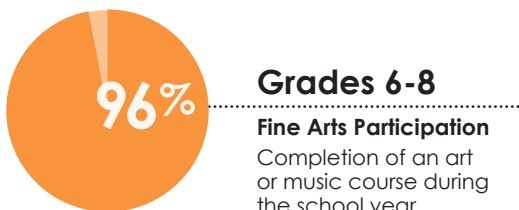


Sanford, Cherokee Middle School



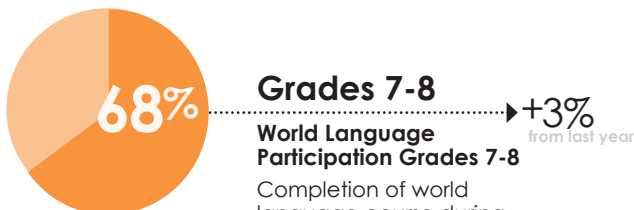
Grades K-5

Fine Arts Participation
Completion of an art or music course during the school year



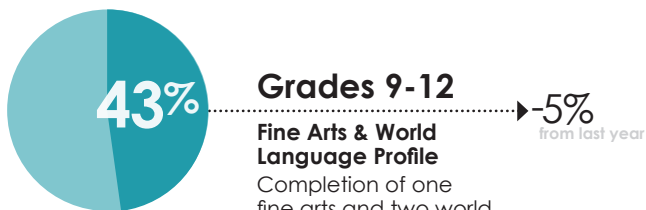
Grades 6-8

Fine Arts Participation
Completion of an art or music course during the school year



Grades 7-8

World Language Participation Grades 7-8 → +3% from last year
Completion of world language course during the school year



Grades 9-12

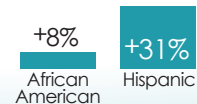
Fine Arts & World Language Profile → -5% from last year
Completion of one fine arts and two world language credits by the end of grade 12

Grade 10
AP credits taken increased

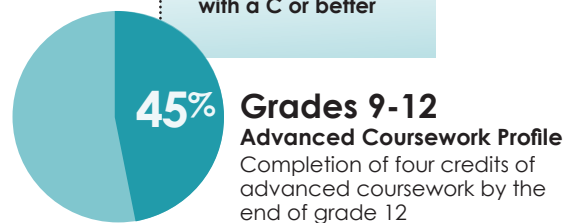
41%

Grade 11
AP credits taken increased

12%



AP credits earned with a C or better



Grades 9-12

Advanced Coursework Profile
Completion of four credits of advanced coursework by the end of grade 12

Advanced Coursework includes Advanced Placement, Honors, Dual Transcribed, Youth Options, Youth Apprenticeships and advanced courses outside of the four core subjects.

High school teams have been working on increasing successful participation in advanced coursework like Honors and Advanced Placement.

We are beginning to see positive results in increasing 10th and 11th grade participation rates that will show future improvements in our 12th grade milestone.

NEXT STEP: We are working on scheduling practices across middle and high schools to remove barriers to participation in world language, fine arts and advanced coursework as well as piloting a process for increasing participation and successful completion of AP courses for students of color.

Creating Positive School Climates

GOAL 3

Every student, family and employee experiences a customer service-oriented school system as measured by school climate survey data.

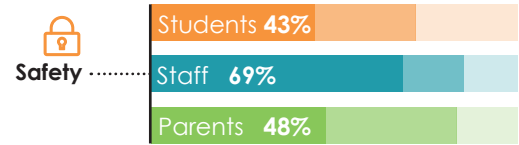
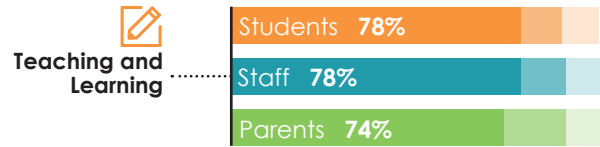
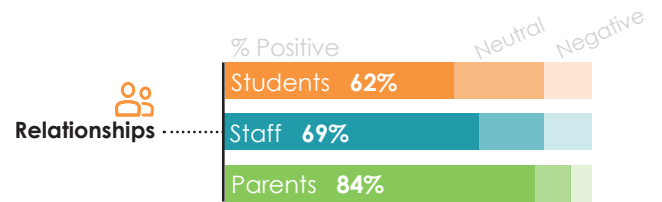
WE ARE ALL IN THIS TOGETHER

Black Hawk Middle School's School Improvement Plan calls for "teaching kids consistent behavior expectations across all classrooms." In the 2015–16 school year, they did just that, transforming their culture centered around the school's motto, "We are all in this together." Improved climate also had a positive impact on student achievement.

Discussing what it means to be responsible as part of the Black Hawk community, a student recently put it this way:

"It means you do the right thing even when you know someone isn't looking."

➤ Go to mmsd.org/dotherightthing to hear audio and read the full story. 🎧



FEELING SAFE AT SCHOOL: Students, staff and families rated feeling safe at school at an average of four out of five, signaling positive perceptions of school safety. Students were also asked about bullying and harassment in this category.



NEXT STEP: Schools will set specific climate goals, with special attention to issues like bullying and improving student climate.



Julian Trammel
Black Hawk Middle School

DRIVING THEIR OWN EDUCATION

“I started AVID/TOPS my second semester of my sophomore year. It’s a program that helps you prepare for college... My AVID teacher and ESL teachers kept motivating me, pushing me, they believed in me.”

Juan Ocampo-Soto
Memorial High School graduate



Graduation rates in Madison are moving in the right direction but we need to make more progress for all students, especially for our students of color.

High schools are taking the challenge head on:

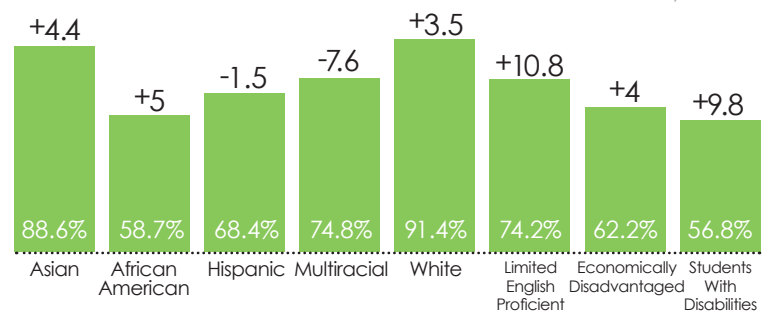
- creating stronger systems to keep ninth grade students on track
- providing our students with intentional and ongoing opportunities for academic and career planning
- supporting students through AVID/TOPS to ensure more students are successful in taking advanced coursework and transitioning to college

Graduation rates +2.1

2 year trend



2 year trend



PERSONALIZED PATHWAYS WILL BUILD ON THIS POSITIVE MOMENTUM

What are Personalized Pathways?

A sequence of rigorous, interconnected courses and experiences both within and outside of school, driven by the student and their academic and career plan. Pathways allow students to explore what they are passionate about through their education and lead to graduation with a post-secondary plan.

Through their high school education, students will have the opportunity to earn college credit, learn about career fields and be the driver of their own education. Pathways will give all students greater opportunities, and especially help more students of color graduate from high school prepared for their next steps.



Learn more at mmsd.org/personalized-pathways

Our pathways partners:



STEPPING STONES TO THE FUTURE

At **La Follette High School**, some have begun to experience career exploration in their high school education through the school's health occupations pathway.

Students studied, practiced skills, participated in clinical work and at the end of the year tested to earn their certification to become a Certified Nursing Assistant.

"I decided to enroll in this program because I thought it would be a good experience, a good stepping stone and a good foundation because I want to go into surgery or the medical field in the future."

– Pachia Xiong

For Aminata Sowe, the class provided an opportunity to learn more about future job possibilities. "It's to decide what I want to do in the medical field. I thought I wanted to be a nurse but the next day, it's something new."

Lesley Garcia says the class provided opportunities unique to her high school experience. "We get to work with a lot of new people, have different experiences, like clinicals."

Some of the students in the class are going on to study neurobiology, nursing and veterinary medicine next year at Madison College, UW–Milwaukee and UW–Madison.

Go to mmsd.org/nursing to hear audio and read the full story.



Aminata Sowe
La Follette High School

CALL TO ACTION

A year ago, the district put out a call to action to the community. While we work hard to meet the needs of all students, we asked the community to wrap its support around our students, and especially support our students of color.

You answered this call, supporting our students in three key areas. Thank you to our incredibly engaged community for your response.

○ Youth Leadership: empowering student leaders to drive positive change with and for one another

○ **Student leaders** at each high school discussed the needs for youth leadership, took inventory of leadership opportunities at each school and developed a shared vision for student leadership.

○ **Mentoring and Tutoring:** ensuring every student has a supportive adult in their life who holds high expectations and helps keep them on track

○ **Community Schools:** providing coordinated supports and services to our highest-need neighborhoods

- **Approximately 1000 community volunteers provided tutoring to nearly 3000 students** this school year through our formal tutoring partnerships.
- **265 volunteer** tutors and program staff attended training through the district's newly created **Tutoring Network**.
- **Community groups launched mentoring efforts**, including programs like The 100 Black Men of Madison's Project SOAR and Omega Psi Phi Fraternity's Omega Boys Club, both providing mentors to African American young men in Madison schools. Thank you to all community groups who began or continued mentoring Madison students.



Thanks to a grant from the Madison Community Foundation and the support of many community partners, the district, working with a cross-agency team, spent the year planning and developing a model and **will be launching two community schools in the 2016–17 school year at Leopold and Mendota Elementary Schools.**



Sarafina Sayeh
Van Hise Elementary School

NEXT STEPS

As we build on our progress from this year, we need our community to continue to support our students in these three key areas.



Youth Leadership:

- As we form our African American Youth Strategic Council we welcome community support in the development of these leaders working with our Family, Youth and Community Engagement Department.
- We also welcome community support in the planning of Personalized Pathways and in Academic and Career Planning to support youth in making their own educational decisions.



Mentoring and Tutoring:

- Community members play an important role as volunteer tutors and mentors. We especially are hoping to diversify our volunteer pool and gain more tutors and mentors of color or who speak Spanish.



Community Schools:

- The community can provide support by working with our Resource Coordinators at Leopold or Mendota Elementary Schools to find out the best ways to assist with programs and services being offered at each school.
- As we learn from our first two community schools, additional financial support will be needed to expand this work across more Madison schools.



Madison Board of Education

➤ To get involved in any of these areas, visit mmsd.org/action

Thank you for your support of Madison Schools!

We see our vision for all graduates coming to life through the many strengths and accomplishments of our students. We know that through high expectations for all, and in partnership with our families and community, we will make that vision a reality for all students.



A bright future exists for every MMSD student.
See and hear our students' stories come to life
online at mmsd.org/framework.