



**MMSD Strategic Plan
Core Measures
Baseline, Annual Benchmark, and Target Data with 2009-10 Data Added**

| Goal # | Performance Measure | Year | | | | | | | | | | | | |
|--------|--|---------|---------|---------|---------|---------------------------|---|-----------------------------------|---------|---------|---------|---------|---------|--|
| | | 2006-07 | 2007-08 | 2008-09 | 2009-10 | Change 2008-09 to 2009-10 | 2009-10 Goal Set Last Year (for WKCE Initi is the AYP Goal) | % Above or Below Goal for 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | |
| 1 | WKCE Reading Proficiency Percentage Grade 4 | 77.3% | 74.9% | 75.9% | 73.1% | -2.8% | 74.0% | -0.9% | 80.5% | 87.0% | 93.5% | 100% | 100% | |
| 2 | WKCE Reading Proficiency Percentage Grade 8 | 82.5% | 81.5% | 81.0% | 81.1% | 0.1% | 74.0% | 7.1% | 80.5% | 87.0% | 93.5% | 100% | 100% | |
| 3 | WKCE Math Proficiency Percentage Grade 4 | 74.4% | 72.7% | 76.2% | 76.6% | 0.4% | 58.0% | 18.4% | 68.5% | 79.0% | 89.5% | 100% | 100% | |
| 4 | WKCE Math Proficiency Percentage Grade 8 | 75.5% | 71.8% | 73.8% | 78.2% | 4.4% | 58.0% | 20.2% | 68.5% | 79.0% | 89.5% | 100% | 100% | |
| 5 | WKCE Reading Percent Above 90th State Percentile - Grade 4 | 14.7% | 12.8% | 13.4% | 12.4% | -1.0% | 15.0% | -2.6% | 17.0% | 19.0% | 21.0% | 23.0% | 25.0% | |
| 6 | WKCE Reading Percent Above 90th State Percentile - Grade 8 | 16.0% | 16.8% | 16.0% | 14.4% | -1.6% | 17.0% | -2.6% | 18.6% | 20.2% | 21.8% | 23.4% | 25.0% | |
| 7 | WKCE Math Percent Above 90th State Percentile - Grade 4 | 16.9% | 14.4% | 11.6% | 16.4% | 4.8% | 17.0% | -0.4% | 18.6% | 20.2% | 21.8% | 23.4% | 25.0% | |
| 8 | WKCE Math Percent Above 90th State Percentile - Grade 8 | 16.2% | 14.4% | 15.2% | 14.6% | -0.6% | 17.0% | -2.4% | 18.6% | 20.2% | 21.8% | 23.4% | 25.0% | |
| 9 | Percentage of students on track for credit attainment required for graduation in four years - Grade 9/Year 1 | NA | 68.0% | 78.3% | 84.8% | 6.5% | 81.9% | 2.9% | 85.5% | 89.1% | 92.8% | 96.4% | 100% | |
| 10 | Advanced Course Participation Rate Grades 9-12 | 14.4% | 15.1% | 13.7% | 15.2% | 1.5% | none identified | No goal set | | | | | | |
| 11 | ACT Composite Score- Percentage Scoring Above 90th National Percentile | 30% | 29% | 29% | 29% | 0.0% | 30% | -1.0% | 31% | 33% | 35% | 36% | 40% | |
| 12 | Percentage of Kindergarten above 90 percent attendance rate | 86.3% | 83.2% | 84.6% | 85.9% | 1.4% | 86.5% | -0.5% | 88.0% | 90.0% | 92.0% | 94.0% | 96.0% | |
| 13 | Percentage of Grade 6 above 90 percent attendance rate | 90.4% | 88.5% | 88.1% | 88.2% | 0.0% | 89.4% | -1.3% | 89.7% | 91.3% | 92.9% | 94.4% | 96.0% | |
| 14 | Percentage of Grade 9 above 90 percent attendance rate | 75.2% | 77.0% | 79.5% | 82.7% | 3.3% | 82.3% | 0.4% | 85.4% | 88.0% | 90.7% | 93.3% | 96.0% | |
| 15 | DPI Graduation and Completion Rate | 84.7% | 84.3% | 84.2% | na | na | 85.0% | na | 85.8% | 86.8% | 87.9% | 88.9% | 90.0% | |
| 16 | Percentage of students suspended (in and out of school), all grades | 7.6% | 8.1% | 8.0% | 7.8% | -0.2% | 7.5% | 0.3% | 7.0% | 6.5% | 6.0% | 5.5% | 5.0% | |

 Negative change year to year or below 2009-10 goal
 Positive change 2008-09 to 2009-10 or met/exceeded 2009-10 goal

Goals 1-4 WKCE Proficiency – Grades 4 & 8 Reading and Math

These measures are similar to the reading goal used in the past. It is based on the percent of full academic year students considered proficient on the Wisconsin state test. It includes reading and math at Grades 4 and 8. The measure is calculated by taking the number of full academic year students scoring proficient or advanced on the tested divided by the total number of full academic year students who took the test as reported on DPI's WINSS site. The goal is the AYP goal which is required to go up to 100% by 2014-15. In 2009-10 the AYP goal was 74% in Reading and 58% in Mathematics.

At Grade 4 Reading the district was under goal by .9%. Just over seventy-three percent (73.1%) of MMSD 4th graders were proficient in reading while the AYP goal was 74%. A smaller proportion of district 4th graders were proficient or higher in 2009-10 compared to 2008-09 (75.9% vs 74%).

At Grade 8 reading the district exceeded the goal by 7.1%. Just over eighty-one percent (81.1%) of MMSD 8th graders were proficient in reading at the time of testing – November 2009. If the current rate of proficiency is maintained, the district can expect to meet the AYP goal for 2010-11 of 80.5%.

In WKCE Math at both Grades 4 and 8 the district exceeded the AYP goal - by 18.6% in Grade 4 and 20.2% in Grade 8. If the district maintains this proportion we will meet or exceed the goal through 2010-11. The percentage of students proficient or higher at Grades 4 and 8 has increased for 3 years in a row. As AYP goals rise each year until reaching 100% proficiency in 2014, the district will have to steadily increase the percent of students who are proficient in order to meet the AYP goal.

Goals 5-8 WKCE Proficiency Students above the 90th state Percentile

In addition to the percentage of students scoring at the proficient or higher performance levels on the state test, this measure reports the percentage scoring at the 90th state percentile or higher. State percentiles are used as the WKCE is not a national test and therefore does not have national normative benchmarks. The 90th percentile measure addresses the issue of high achievement. The calculation is the number of students scoring at the 90th state percentile divided by the total students taking the test that year.

There was a slight decrease in the percent of students scoring at or above the state 90th percentile in reading at Grades 4 and 8, 13.4% to 12.4% and 16% to 14.4%, respectively and a decrease in math at Grade 8, compared to the previous year, 15.2% to 14.6%. At the same time, the percentage of students at or above the 90th percentile in math at Grade 4 increased from 11.6% to 16.2%. Despite this gain, the district fell short of its goal of 17% for 2009-10. Targets are geared to meet a goal of 25% of all students meeting this objective by 2014-15.

Goal 9: On Track for Graduation – Grade 9

This measure focuses on grade 9 as a critical transition year to ensure students are on track to achieve the important outcome of graduation. Recent research indicates a strong predictive relationship between students not attaining a minimum number of credits during their first year of high school and whether they ultimately graduate. This measure is calculated as the number of grade 9 students obtaining the desired level of credits during that school year divided by the total number of Grade 9 students.

This percentage has increased over the 3 years for which we have data – 68% to 84.8%. Last year the goal was set at 81.9% for the 2009-10 school year. In 2009-10 the district exceeded the goal (84.8% - goal was 81.9%) and is on track to meet the 100% target by 2014-15.

Goal 10 Advanced Course Participation Rate

The goal is to increase the number of students taking advanced courses. This measure will help monitor successful student achievement. Last year it was stated that "Advanced courses will be consistently defined across schools as indicated in the TAG plan". Base data will then be established. It is unclear to me if this has been done. What is reported here are students taking Advanced Courses as defined by the Department of Public Instruction Course Codes.

No goal was identified but the percent of students enrolled in advanced courses increased in 2009-10 (from 13.7% to 15.2%) compared to 2008-09.

Goal 11 ACT Composite Scores – Above 90th National Percentile

This measure addresses high achievement as defined by the percentage of students scoring at the 90th national percentile or higher on the ACT. The composite score consists of ACT's combined scoring across all subject areas of the test, i.e. English, reading, math, language, science reasoning. The calculation is the number of high school seniors scoring at the 90th national percentile or higher divided by the total number of seniors taking the test that year.

A goal of 40% was set for the 2014-15 school year. The district was slightly below its goal of 30% with 29% of seniors reaching the 90th percentile or higher for 2009-10.

Goal 12-14 Attendance Kindergarten, Grade 6 and Grade 9

This measure focuses on the transition points for students, i.e. entering elementary school, middle school and high school. The measure calls for increasing the percentage of students with an average annual attendance rate above 90 percent. The focus will be on supporting students with chronic attendance problems. Average annual attendance per student is calculated by taking the number of days the student attended and dividing it by the total number of days enrolled.

Kindergarten - In 2009-10, 85.9% of Kindergarteners attended at the 90% rate, slightly below (.5%) the goal of 86.4%.
Grade 6 - In 2009-10 88.2% of sixth graders attended at a rate of 90% or higher - 1.2% lower than the target goal of 89.4%. Despite falling short of the goal, 6th grade attendance in 2009-10 increased slightly (.1%) compared to 2008-09.

Grade 9 - In 2009-10 82.7% of 9th graders attended at a rate of 90% or higher - .4% higher than the target of 82.3%. The percent of 9th graders attending at 90% or higher increased by 3.2% from 2008-09 to 2009-10.

Goal 15: DPI Graduation and Completion Rate

The graduation and completion rate is a critical outcome measure for the work of our organization as it is for all K-12 school district. The graduation and completion rate shall be measured using the method defined by the Wisconsin DPI. This allows for benchmark comparisons across the state as well as measuring our own progress over time. The specific calculation used by DPI is: students receiving a regular diploma, a high school equivalency diploma (HSED), and general equivalency diploma (GED) for a given school year shall be divided by the official number of grade 12 students enrolled on the September membership count date that school year, plus the number of students identified as a dropout in grade 11 the previous school year, plus the number of students identified as dropouts in grade 10 two school years ago, plus the number of students identified as dropouts in grade 9 three school years ago.

This data is not available yet from the state. The goal for 2009-10 was set at 85.0

Goal 16 Suspensions All Grades

The goal is to decrease the number of behavior events that result in a suspension (either and in-school or out-of-school suspension). The performance measure is calculated as the percentage of students experiencing at least one suspension, i.e., the total number of students with one or more suspensions divided by the student enrollment on the September membership count date.

The percent of students suspended decreased from 2008-09 to 2009-10 (8.0% to 7.8%). The goal had been set at 7.5% for 2009-10 so we did not make the target.