DATE: March 20, 2013

TO: Board of Education

FROM: Jane Belmore, Superintendent

RE: *Building Our Future: Measuring Progress on Priorities* – Final version of report

> Appendix OOO-10-5
> April 29, 2013

I. Introduction

   A. **Title/topic:** *Building Our Future: Measuring Progress on Priorities* report

   B. **Presenter/contact person:**
     Jane Belmore
     Andrew Statz
     Sue Abplanalp

   C. **Background information:**   When the *Building Our Future* plan was approved in June 2012, BOE members approved two motions to assure that specific accountability plans and progress indicators would be provided for each program receiving funding. Research & Program Evaluation staff have worked since then to create a comprehensive report to monitor progress on district priorities and strategies related to the plan. It is noted that while this plan officially indicated 17 specific strategies to address closing achievement gaps, every instructional decision in the district and at the school level is made with the intention of all students learning to potential and all learning gaps closed.

     The overarching priorities section of the report has been developed this year to provide the direction for and measure of all of the energies that are going into all students reaching high levels of academic performance. This section of the report can stand alone as direction for and measures of overall district improvement efforts.

   D. **BOE action requested:** Review and acceptance of this report as the framework for current and future reporting of progress regarding the Building Our Future Plan to the BOE and community.

II. Summary of Current Information

   A. **Summary:** The *Building Our Future: Measuring Progress on Priorities* report presents data from the 2011-12 school year regarding district priorities and strategies outlined in the *Building Our Future* plan. Prior versions of this report have been presented to the Board throughout the creation process, with the most recent draft shared at the February 25, 2013 Board meeting.

     Research & Program Evaluation staff intend to use this template to construct future reports. These reports will be released annually in late fall and will include data from the prior school year (for example, the report pertaining to the 2012-13 school year will be

released in late fall 2013). This timeline allows for the most complete and accurate data possible, creates systematic progress updates, and helps initiatives be reviewed with upcoming budgetary needs in mind.

Changes from the previous version include:

District Priorities
- *District Priorities #1 and #2 (pp. 3, 5, 7, & 9)* – Labels have been added to the elementary attendance area maps.
- *District Priority #2: Behavior Referrals (p. 7)* – Referrals per day have been displayed for middle and high schools.
- *District Priority #2: Engagement (p. 10)* – GALLUP poll results are shown with national averages, district overall, elementary, middle, and high school distributions for three overall measures (Hope, Wellbeing, and Engagement) as well as for the question "I feel safe in this school."
- *District Priority #3: Growth (p. 13)* – Graduation rate is now shown as a year-to-year change in rates.
- *District Priority #4: Achievement (p. 16)* – An indicator tracking credit deficiency has been added. Graduation rate has also been moved to this priority.

Strategies
- All initiatives have itemized 2012-13 budgets integrated into the report.
- *Chapter 1, #1: Literacy (p. 18)* – Specific annual progress targets have been added to the objectives based on feedback from the February Board meeting.
- *Chapter 1, #4: Summer Learning (pp. 25-26)* – New objectives have been set, including specific annual progress targets and long-term goals when possible.
- *Chapter 3, #12: CPR Model School (p. 51-53)* – The two CPR Model Schools have been identified as Mendota Elementary and Falk Elementary. This does not change the data presented because the previous version presented data from these two elementary schools but did not identify them.
- *Chapter 6, #17 (p. 68-70)* – More comprehensive narrative, action steps, objectives, and progress indicators have been added.

This version of the 2011-12 report is submitted as final. Research & Program Evaluation staff anticipate that the 2012-13 report will be submitted to the Board in October 2013.

B. Recommendations and/or alternative recommendation(s): It is recommended that the Board approve the final version of *Building Our Future: Measuring Progress on Priorities, 2011-12* as the reporting mechanism for the Board and community regarding progress on the strategies specifically approved in the BOF plan of Spring 2012 to close achievement gaps.

C. Link to supporting detail: N/A

III. Implications
A. Budget: Funding for actions required by the first year of the plan was approved and will be carried forward into future years. Each additional year actions will be recommended to the Board during the regular budget cycle.

B. Strategic Plan: N/A

C.   Equity Plan: N/A

D.   Implications for other aspects of the organization: N/A

IV. Supporting Documentation

A.   Attachment 1 – *Building Our Future: Measuring Progress on Priorities, 2011-12*

MADISON METROPOLITAN SCHOOL DISTRICT

Learning from our past • Changing our present • Building our future

BUILDING our FUTURE

Contents:

Measuring Progress on Priorities

- ATTENDANCE
- BEHAVIOR
- GROWTH
- ACHIEVEMENT

Plan for Eliminating Gaps in MMSD Student Achievement

MADISON METROPOLITAN SCHOOL DISTRICT

Overarching Priorities for Improving Student Achievement and Closing Achievement Gaps

2011-12 Interim Report
Published April 2013

The MMSD Management Team identified Attendance, Behavior, Growth and Achievement as four overarching priorities for the district. The rationale for these priorities is based on the following theory of action:

When our teachers apply strong, explicit teaching skills within an aligned multi-tiered system of instruction and support, and students attend school regularly with behavior that positively impacts their learning and the learning environment, then students will show academic achievement, and social and emotional growth and gaps in learning and achievement will close.

Overarching Priorities			
#1 Attendance	**#2 Behavior**	**#3 Growth**	**#4 Achievement**
High attendance rate and low chronic absenteeism for all student subgroups	An increase in student participation in instructional time	All students will demonstrate expected growth	Consistent and measurable increase in % of students 4K-12 who are meeting district grade-level benchmarks or higher in reading and math
Measured by: • Attendance rate • Chronic absenteeism	Measured by: • Behavior referrals • Out of school suspensions • GALLUP Student Poll results	Measured by: • PALS • AIMSweb • MAP • WKCE • EPAS • Graduation rates • ELL progression	Measured by: • PALS • AIMSweb • MAP • WKCE • EPAS • Graduation rates

The Role of *Building Our Future: The Plan for Eliminating Gaps in Student Achievement*

The *Building Our Future* plan identifies specific strategies and corresponding measures to help eliminate gaps in student achievement by race/ethnicity. MMSD staff and stakeholders helped design this comprehensive plan and the following report is designed to help monitor progress towards improvement and increase accountability. These strategies also correspond to the four overarching priorities of the District, which are outlined in the first half of this report. The remaining sections of this report define each strategy and its indicators of progress toward successful implementation.
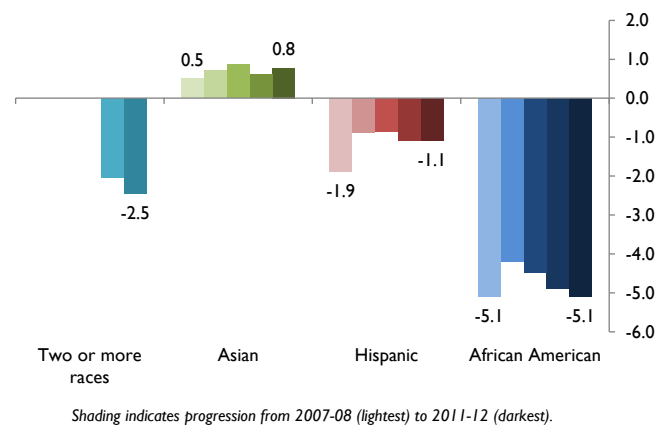
District Priority #1: Attendance—Attendance Rate

Attendance rates affect students' ability to learn, as missed instructional time can lead to lower achievement. This report shows overall data for attendance rates and chronic absenteeism in MMSD. To be considered for this report, students must be enrolled for at least 20 days. Attendance rates below 90% appear in red. Attendance rates between 90% and 94% appear in black (text) or gray (map shading). Attendance rates above 94% appear in green. These cutoff points reflect district attendance goals.
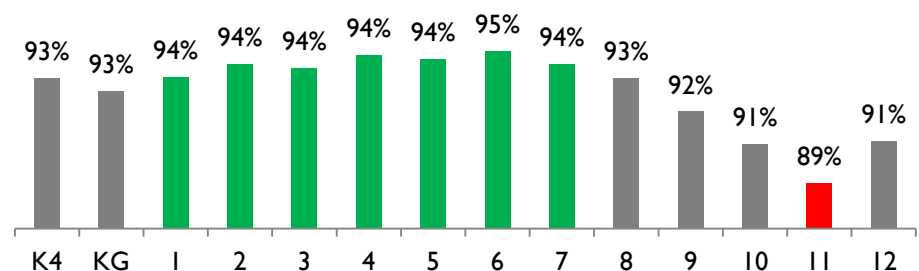
Attendance Rate

		White	African American	Hispanic	Asian	Two or more races
Rates	2011-12	94.3	89.2	93.2	95.0	91.8
	2010-11	94.4	89.5	93.3	95.0	92.4
	2009-10	94.0	89.6	93.2	94.9	
	2008-09	94.0	89.8	93.2	94.7	
	2007-08	93.8	88.8	92.0	94.3	
Gaps	2011-12		-5.1	-1.1	0.8	-2.5
	2010-11		-4.9	-1.1	0.6	-2.0
	2009-10		-4.5	-0.9	0.9	
	2008-09		-4.2	-0.9	0.7	
	2007-08		-5.1	-1.9	0.5	

Shading indicates progression from 2007-08 (lightest) to 2011-12 (darkest).

Attendance rates for most groups have increased since 2007-08. The graph to the right shows the change in attendance rate gaps between students of color and white students. The gap between Hispanic and white student attendance has decreased.

Attendance Rate by Grade (2011-12)

The graph to the right shows attendance rates by grade. Attendance is highest in middle grades and lowest in grades 10-12.

District Priority #1: Attendance—Attendance Rate

Attendance rates affect students' ability to learn, as missed instructional time can lead to lower achievement. This report shows overall data for attendance rates and chronic absenteeism in MMSD. To be considered for this report, students must be enrolled for at least 20 days. Attendance rates below 90% appear in red. Attendance rates between 90% and 94% appear in black (text) or gray (map shading). Attendance rates above 94% appear in green. These cutoff points reflect district attendance goals.

Attendance Rate by School (2011-12)
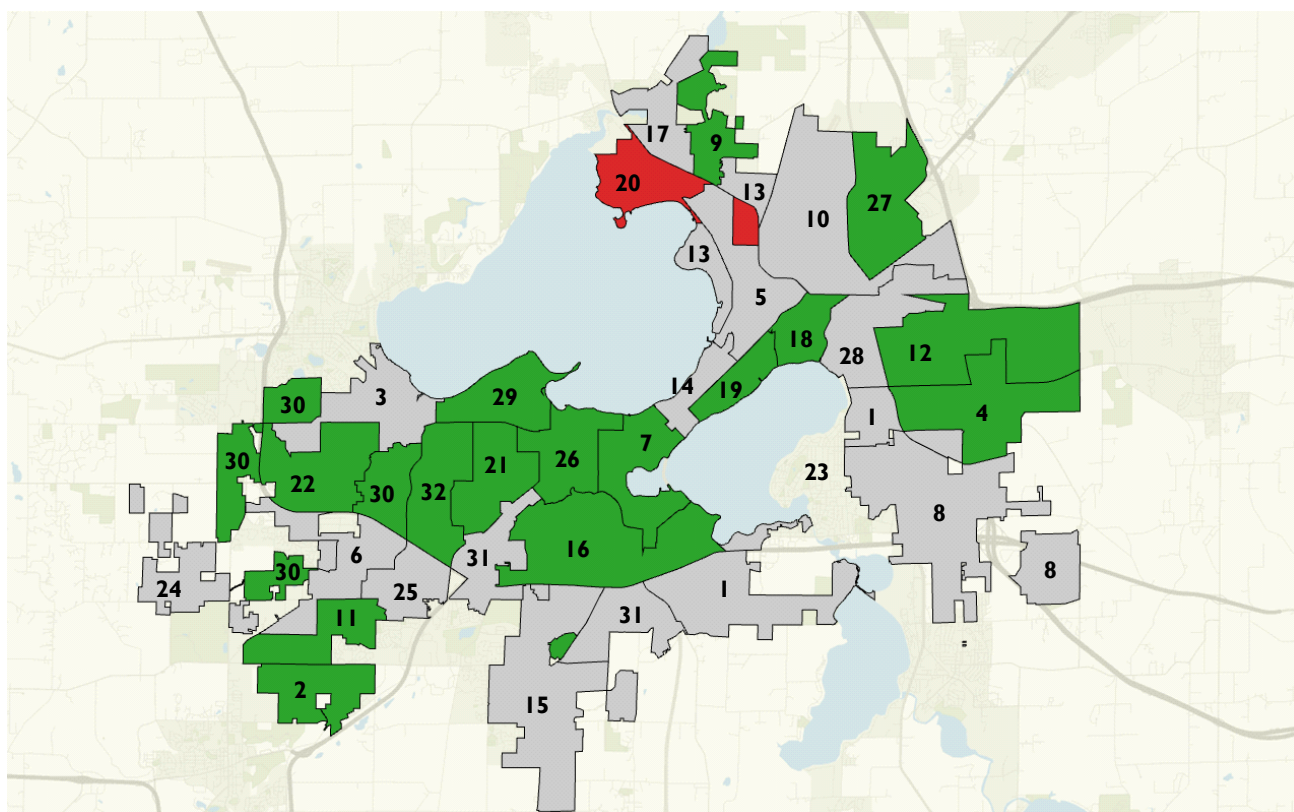
The map above shows elementary attendance areas shaded by attendance rate. The table below shows attendance rates by middle and high school.

Middle	Rate	High	Rate
Black Hawk	93%		
O'Keeffe	94%	East	88%
Sherman	94%		
Badger Rock	96%		
Sennett	95%	La Follette	91%
Whitehorse	94%		
Jefferson	94%		
Spring Harbor	96%	Memorial	91%
Toki	93%		
Cherokee	93%		
Hamilton	95%	West	92%
Wright	94%		

Map Key			
Label	**School**	**Label**	**School**
1	Allis	17	Lindbergh
2	Chavez	18	Lowell
3	Crestwood	19	Marquette
4	Elvehjem	20	Mendota
5	Emerson	21	Midvale
6	Falk	22	Muir
7	Franklin	23	Nuestro Mundo
8	Glendale	24	Olson
9	Compers	25	Orchard Ridge
10	Hawthorne	26	Randall
11	Huegel	27	Sandburg
12	Kennedy	28	Schenk
13	Lake View	29	Shorewood
14	Lapham	30	Stephens
15	Leopold	31	Thoreau
16	Lincoln	32	Van Hise

District Priority #1: Attendance—Chronic Absenteeism

Attendance rates affect students' ability to learn, as missed instructional time can lead to lower achievement. This report shows overall data for attendance rates and chronic absenteeism in MMSD. MMSD defines chronic absenteeism as missing more than 10% of school days, which is more than 18 days total during a full 180-day school year. Chronic absenteeism includes both excused and unexcused absences. To be considered for this report, students must be enrolled for at least 20 days.
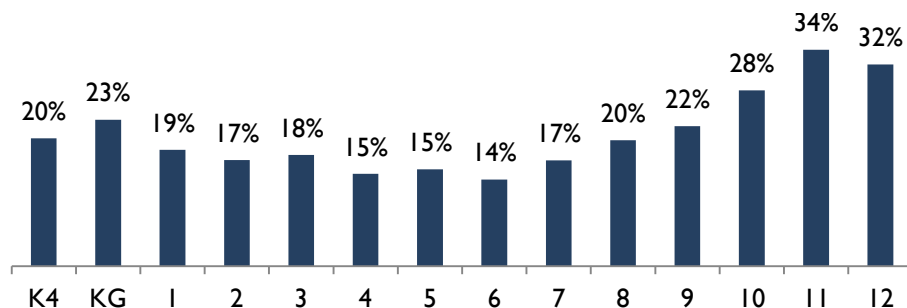
Chronic Absenteeism

Not Chronically Absent 2011-12

6% 1% 15% 18% 11% 49%

■ African American ■ Hispanic ■ Asian ■ White ■ Two or more races ■ Other

Chronically Absent 2011-12

9% 1% 38% 17% 5% 30%

		White	African American	Hispanic	Asian	Two or more races
Rates	2011-12	14%	40%	20%	12%	28%
	2010-11	13%	37%	19%	11%	24%
	2009-10	15%	37%	20%	12%	
	2008-09	15%	36%	19%	14%	
	2007-08	16%	39%	24%	14%	
Gaps	2011-12		-26%	-6%	2%	-14%
	2010-11		-23%	-6%	2%	-10%
	2009-10		-22%	-5%	3%	
	2008-09		-21%	-4%	1%	
	2007-08		-23%	-8%	1%	

Chronic absenteeism has declined for most groups since 2007-08. However, chronic absenteeism for African American students has not declined, and the chronic absenteeism gap between African American and white students continues to grow.

The graphs to the left show the racial composition of MMSD students who are and are not chronically absent. The group of chronically absent students has a disproportionately high share of African American students.

Chronic Absenteeism by Grade (2011-12)

The graph to the right shows the percent of students chronically absent by grade. Chronic absenteeism is lowest in middle grades and highest in grades 10-12.

| K4	KG	1	2	3	4	5	6	7	8	9	10	11	12
20%	23%	19%	17%	18%	15%	15%	14%	17%	20%	22%	28%	34%	32%

District Priority #1: Attendance—Chronic Absenteeism

Attendance rates affect students' ability to learn, as missed instructional time can lead to lower achievement. This report shows overall data for attendance rates and chronic absenteeism in MMSD. MMSD defines chronic absenteeism as missing more than 10% of school days, which is more than 18 days total during a full 180-day school year. Chronic absenteeism includes both excused and unexcused absences. To be considered for this report, students must be enrolled for at least 20 days.

Chronic Absenteeism by School (2011-12)
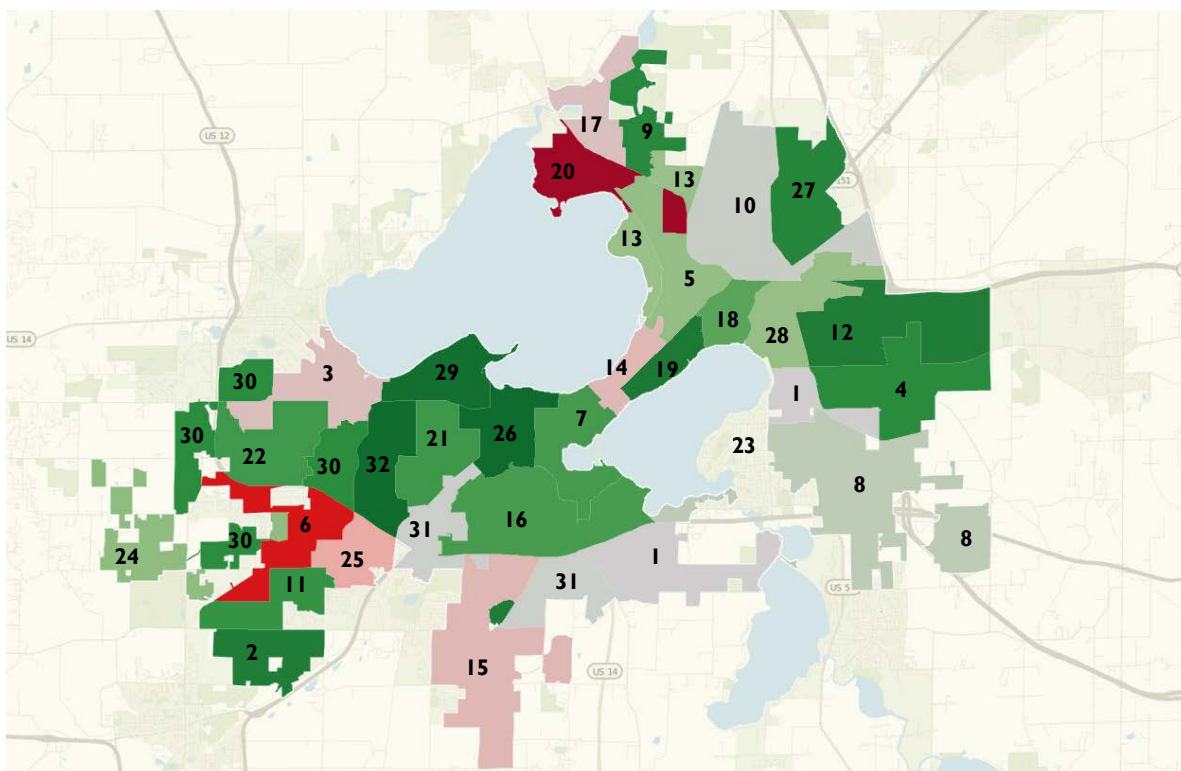
The map above shows elementary attendance areas shaded by the percent of students chronically absent. High absenteeism rates are dark red and low rates are dark green. The table below shows the percent of students chronically absent by middle and high school.

Middle	Rate	High	Rate
Black Hawk	93%		
O'Keeffe	94%	East	88%
Sherman	94%		
Badger Rock	96%		
Sennett	95%	La Follette	91%
Whitehorse	94%		
Jefferson	94%		
Spring Harbor	96%	Memorial	91%
Toki	93%		
Cherokee	93%		
Hamilton	95%	West	92%
Wright	94%		

Map Key			
Label	School	Label	School
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12	Kennedy	28	Schenk
13	Lake View	29	Shorewood
14	Lapham	30	Stephens
15	Leopold	31	Thoreau
16	Lincoln	32	Van Hise

Prepared by Bo McCready and Beth Vaade, MMSD Research & Program Evaluation Office, April 2013.

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District Priority #2: Behavior—Referrals

Understanding student behavior can help schools function more effectively and improve students' academic and social growth. By reducing behavior incidents, students can spend more time receiving instruction. This report shows behavior referrals in MMSD.

Behavior Referrals

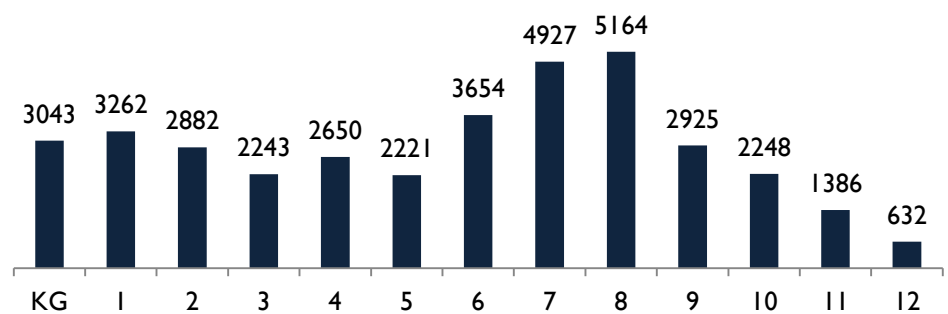|	African American	Hispanic	Asian	White	Two or more races	Total
2011-12	21963	3966	599	6627	4863	38151
2010-11	21828	3689	488	5933	3999	36047

For this Progress Indicator, we present only two years of history. At the elementary school level, systematic tracking of behavior events was inconsistent prior to the 2010-11 academic year, so data from before 2010-11 is not comparable to current data.

Behavior referrals increased from 2010-11 to 2011-12. However, it is uncertain whether this reflects an increase in negative behaviors at these schools or increased fidelity of discipline referral tracking.

Behavior Referrals by Grade (2011-12)

The graph to the right shows behavior referrals by grade. Referrals are highest in middle school and lowest in high school.

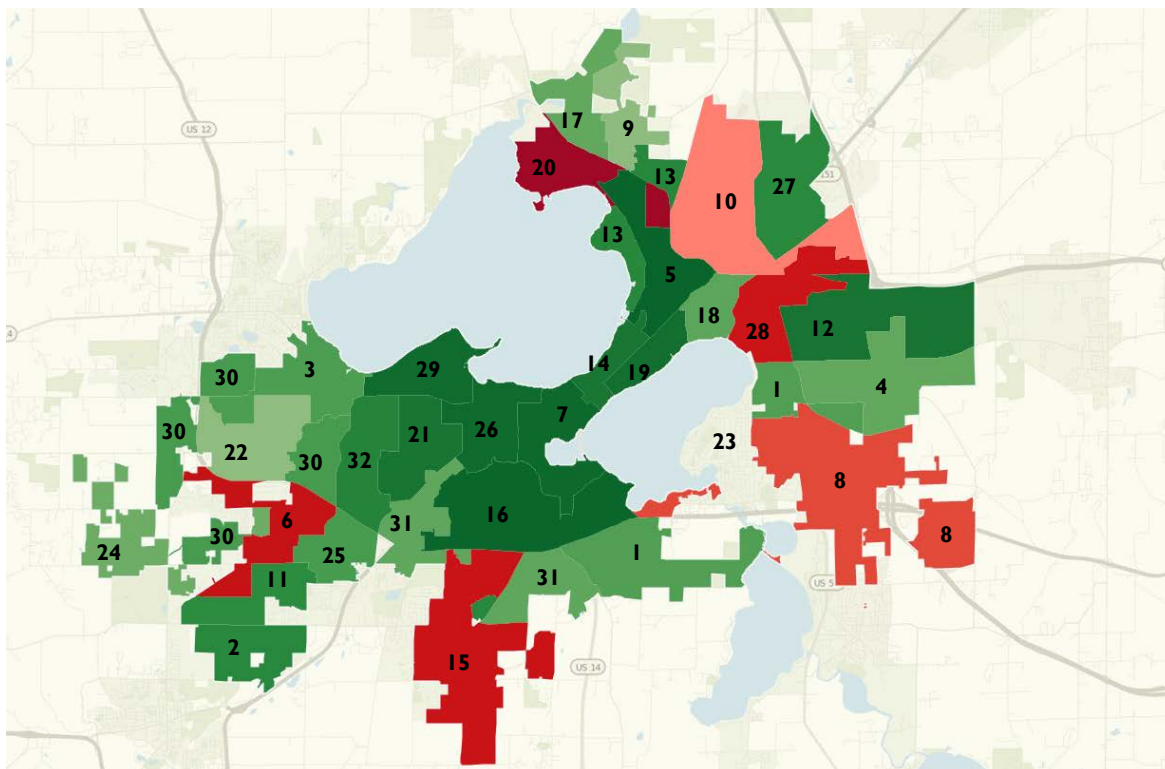| Grade	Referrals
KG	3043
1	3262
2	2882
3	2243
4	2650
5	2221
6	3654
7	4927
8	5164
9	2925
10	2248
11	1386
12	632

District Priority #2: Behavior—Referrals

Understanding student behavior can help schools function more effectively and improve students' academic and social growth. By reducing behavior incidents, students can spend more time receiving instruction. This report shows behavior referrals in MMSD.

Behavior Referrals by School (2011-12)

The map above shows elementary attendance areas. Darker red represents more behavior referrals and darker green represents fewer referrals. The table below shows referrals by middle and high school.

Middle	Referrals	Per Day	High	Referrals	Per Day
Black Hawk	1863	10.4			
O'Keeffe	939	5.2	East	2757	15.3
Sherman	303	1.7			
Badger Rock	19	0.1			
Sennett	3132	17.4	La Follette	1824	10.1
Whitehorse	1346	7.5			
Jefferson	771	4.3			
Spring Harbor	467	2.6	Memorial	1277	7.1
Toki	2398	13.3			
Cherokee	1220	6.8			
Hamilton	497	2.8	West	1247	6.9
Wright	779	4.3			

| Map Key			
Label	**School**	**Label**	**School**
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District Priority #2: Behavior—Suspensions

Understanding student behavior can help schools function more effectively and improve students' academic and social growth. By reducing behavior incidents, students can spend more time receiving instruction. This report shows out of school suspensions.
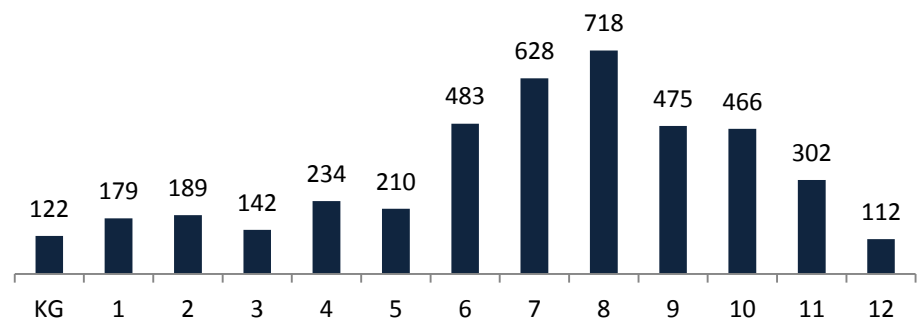
Out of School Suspensions

	African American	Hispanic	Asian	White	Two or more races	Total
2011-12	2684	453	51	646	405	4261
2010-11	2774	464	50	661	324	4305
2009-10	2582	280	52	677		3623
2008-09	2550	335	48	723		3694
2007-08	2833	444	94	814		4225
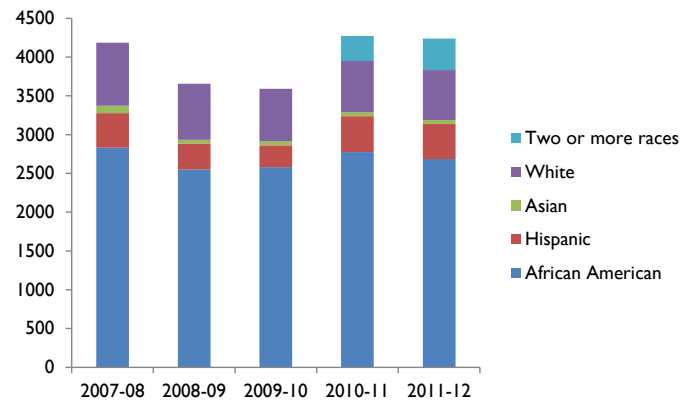
Overall, suspensions in 2011-12 are roughly the same as in 2007-08 after declining during the 2008-09 and 2009-10 school years. Schools assigned more than half of suspensions to African-American students and more than 80% to students of color. Suspensions among white and Asian students have declined.

Out of School Suspensions by Grade (2011-12)

The graph to the right shows suspensions by grade. Suspensions are highest in middle school and lowest in elementary school.
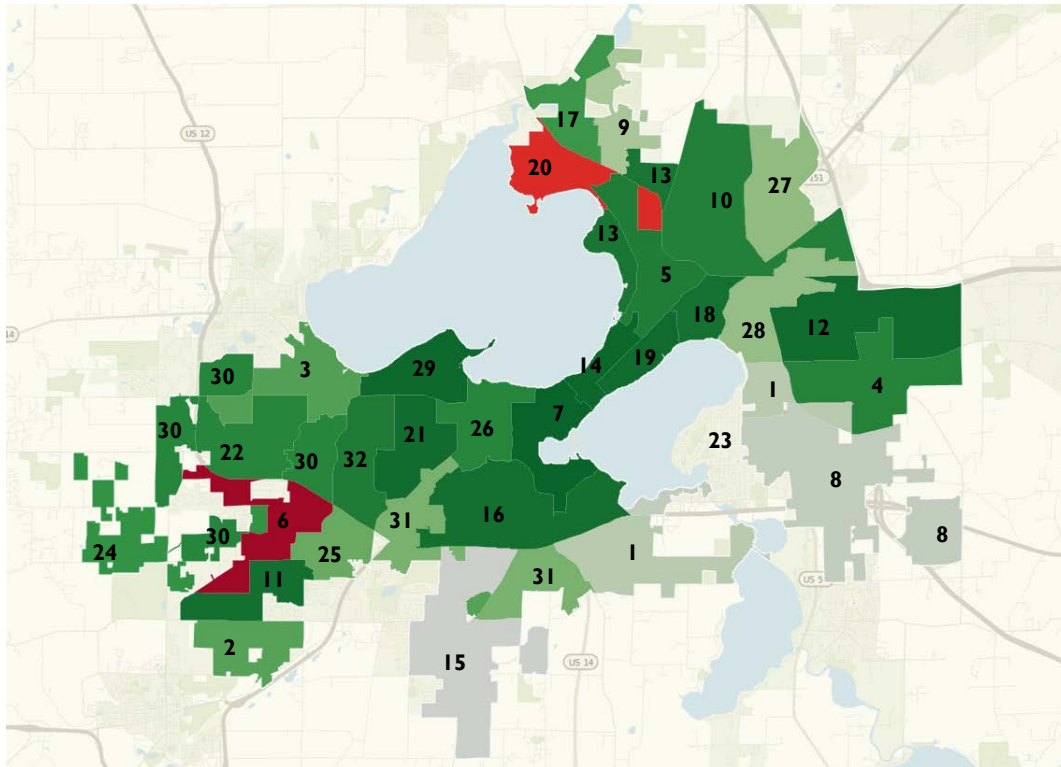
District Priority #2: Behavior—Suspensions

Understanding student behavior can help schools function more effectively and improve students' academic and social growth. By reducing behavior incidents, students can spend more time receiving instruction. This report shows out of school suspensions.

Out of School Suspensions by School (2011-12)

The map above shows elementary attendance areas. Darker red represents more suspensions and darker green represents fewer suspensions. The table below shows suspensions by middle and high school.

Middle	Suspensions	High	Suspensions
Black Hawk	314		
O'Keeffe	90	East	541
Sherman	139		
Badger Rock	1		
Sennett	268	La Follette	302
Whitehorse	77		
Jefferson	243		
Spring Harbor	51	Memorial	246
Toki	290		
Cherokee	203		
Hamilton	53	West	172
Wright	69		

Map Key			
Label	School	Label	School
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Prepared by Bo McCready and Beth Vaade, MMSD Research & Program Evaluation Office, April 2013.
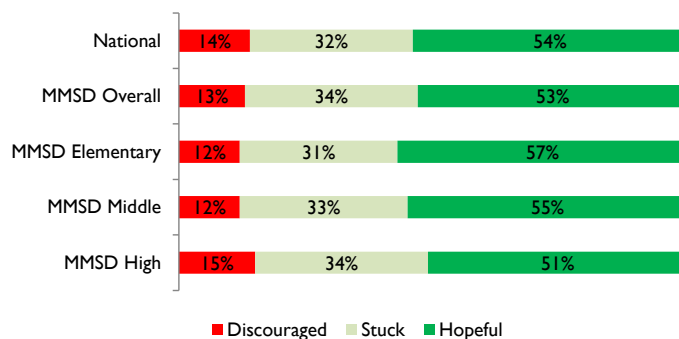
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District Priority #2: Behavior—Engagement

Understanding student behavior can help schools function more effectively and improve students' academic and social growth. Engagement reflects students' involvement in and enthusiasm for school. Engagement drives students' grades, achievement scores, retention, and future employment. The graphs on this page reflect students in grades 5-12.
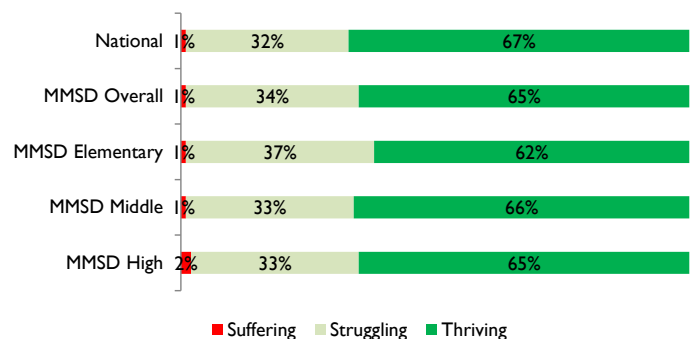
GALLUP Student Poll Results (2011-12)

These bar graphs show composite Hope, Wellbeing, and Engagement figures developed by GALLUP. Hope, Wellbeing, and Engagement in MMSD are similar to the national average. The fourth graph shows students' average responses on a scale from 1-5 to the statement "I feel safe in this school."
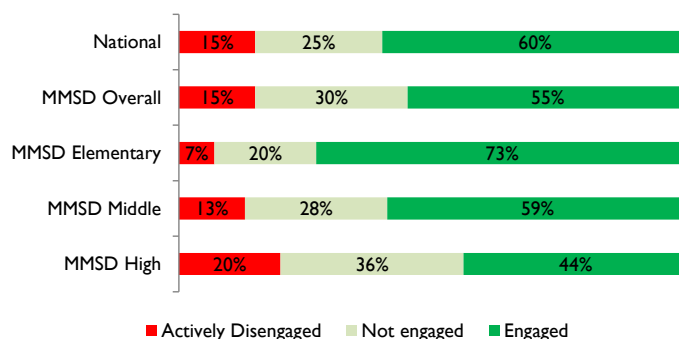
Hope

	Discouraged	Stuck	Hopeful
National	14%	32%	54%
MMSD Overall	13%	34%	53%
MMSD Elementary	12%	31%	57%
MMSD Middle	12%	33%	55%
MMSD High	15%	34%	51%

Overall, students in elementary school show higher levels of hope than students in middle and high school.

Wellbeing

|	Suffering	Struggling	Thriving
National	1%	32%	67%
MMSD Overall	1%	34%	65%
MMSD Elementary	1%	37%	62%
MMSD Middle	1%	33%	66%
MMSD High	2%	33%	65%

The majority of MMSD students are classified as "Thriving" at all levels and very few students are classified as "Suffering."

Engagement

	Actively Disengaged	Not engaged	Engaged
National	15%	25%	60%
MMSD Overall	15%	30%	55%
MMSD Elementary	7%	20%	73%
MMSD Middle	13%	28%	59%
MMSD High	20%	36%	44%

Students in elementary school show much higher engagement than students in middle and high school.

I feel safe in this school.

National	4.11
MMSD Overall	4.1
MMSD Elementary	4.27
MMSD Middle	4.1
MMSD High	4.04
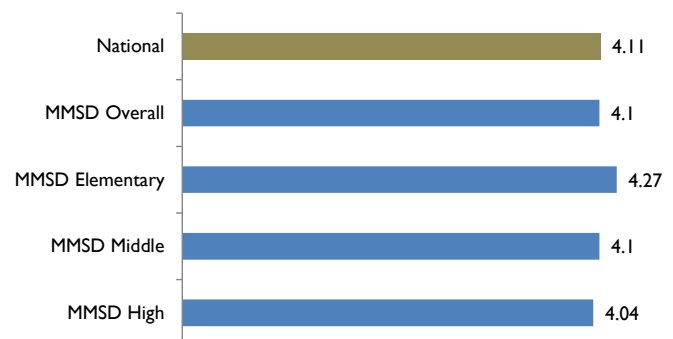
Students feel safest in elementary school and least safe in high school. These scores are again very similar to national averages.

Prepared by Bo McCready and Beth Vaade, MMSD Research & Program Evaluation Office, April 2013.

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District Priority #3—Growth

Growth measurements show how much progress has been made from different points in time taking into account prior knowledge and similar histories. By tracking growth, MMSD can help better understand the achievement trajectories of all students and see where interventions may be needed. However, not all assessments currently allow for growth calculations.

PALS—Annual Gains

The Phonological Awareness Literacy Screening (PALS) is a screening, diagnostic, and progress monitoring tool for measuring the fundamental components of literacy, PALS is administered to all kindergarteners in both the fall and the spring.

PALS is new in 2012-13.
Data will be available for next year's report.

Fall K PALS	Spring K PALS

■ White ■ Students of color ■ Overall
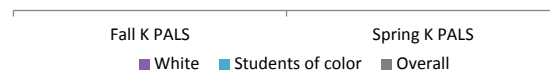
These graphs show average scores for the fall and spring Phonological Awareness Literacy Screening (PALS) for kindergarteners. Each graph reflects only students taking both the fall and spring versions of the assessments, so the difference between fall and spring scores can be interpreted as the average growth for students who remained in MMSD during the year.

### AIMSweb Reading and Math—Annual Gains

AIMSweb is a web-based assessment, data management, and reporting system that provides the framework for Response to Intervention (RtI) and multi-tiered instruction. AIMSweb uses brief, valid, and reliable General Outcomes Measures of reading and math performance that can be used with any curriculum. Currently all first and second grade students have AIMSweb scores reported for the fall and spring.

READING

AIMSweb is new in 2012-13.
Data will be available for next year's report.
Universal administration of AIMSweb will not begin until 2013-14.

Fall 1 AIMSweb	Spring 1 AIMSweb	Fall 2 AIMSweb	Spring 2 AIMSweb

■ White ■ Students of color ■ Overall

MATH

AIMSweb is new in 2012-13.
Data will be available for next year's report.
Universal administration of AIMSweb will not begin until 2013-14.

| Fall 1 AIMSweb	Spring 1 AIMSweb	Fall 2 AIMSweb	Spring 2 AIMSweb

■ White ■ Students of color ■ Overall
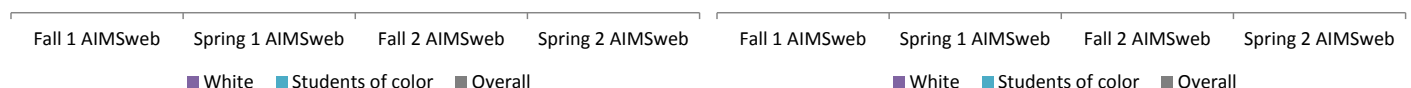
These graphs show average scores for fall and spring AIMSweb for first and second grade students. Each graph reflects only students taking both the fall and spring versions of the assessments, so the difference between fall and spring scores can be interpreted as the average growth for students who remained in MMSD during the year.

District Priority #3—Growth

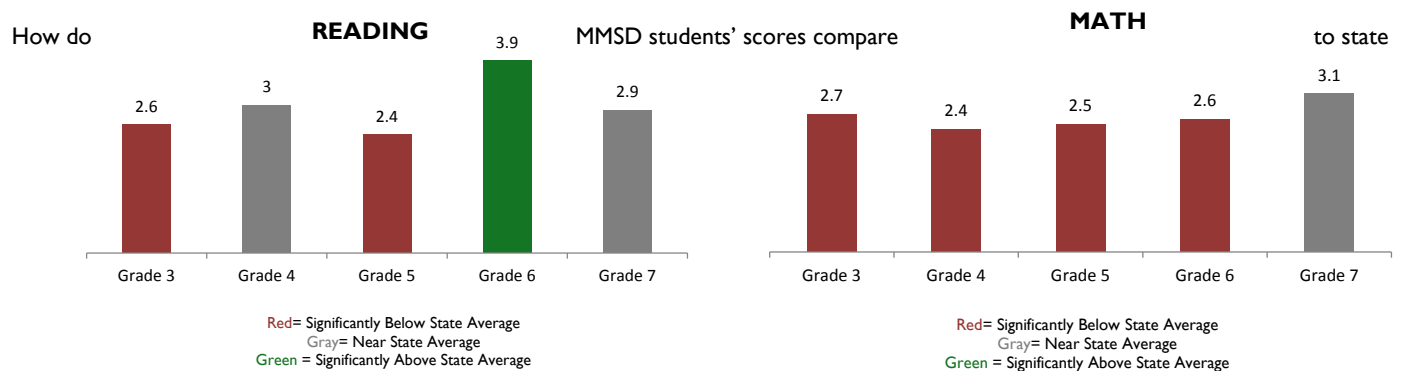## MAP Reading and Math—% of Students Meeting Growth Targets

Measures of Academic Progress (MAP) is a complete set of assessments aligned to national and state curricula and standards that provide detailed, actionable data about where each child is on their unique learning path. Students are tested in both the fall and spring. MAP reports include a growth target measure, which is based on typical growth trajectories for similar students.
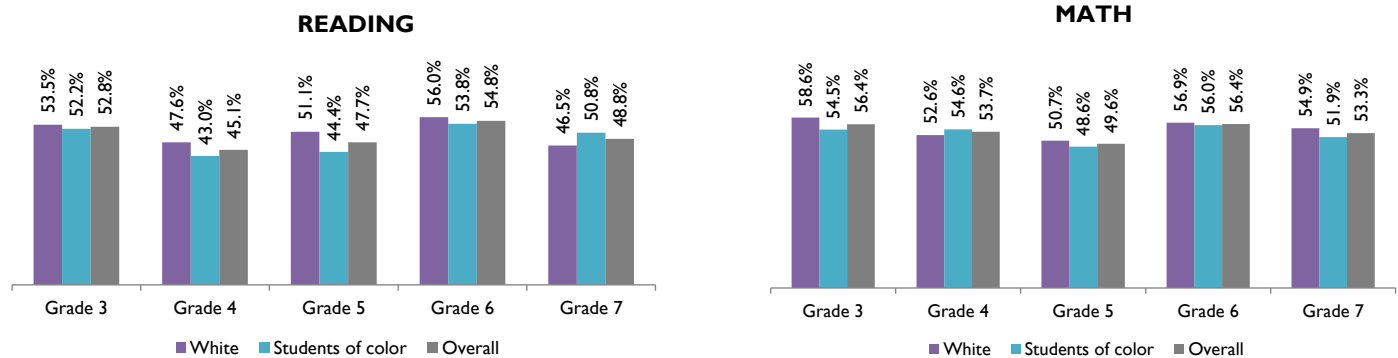
READING

MATH

These graphs show the percent of students meeting growth targets from the Fall 2011 to the Spring 2012 administration of the MAP reading and math tests. These growth targets are based on typical growth trajectories for similar students.

WKCE Reading and Math—Value-Added

The Wisconsin Knowledge and Concepts Examination (WKCE) is the state standardized test administered to all Wisconsin students each fall. The test is intended to provide information about student attainment of subject-area proficiency to students, parents, and teachers; to support curriculum and instructional planning; and as a measure of accountability for schools and districts. WKCE is included in this report in addition to MAP scores because WKCE is used for accountability by the state and because it provides the ability to show value-added measurements.

How do **READING** MMSD students' scores compare **MATH** to state

Red= Significantly Below State Average
Gray= Near State Average
Green = Significantly Above State Average

Red= Significantly Below State Average
Gray= Near State Average
Green = Significantly Above State Average

These graphs show the overall value-added for **2010-11** for MMSD for each grade relative to state averages. Value-added numbers are produced by the Value Added Research Center (VARC) at the University of Wisconsin-Madison. These numbers are not available disaggregated by race/ethnicity. The state average value-added is **3**.

District Priority #3—Growth

EPAS Reading and Math—Annual Gains

ACT's Educational Planning and Assessment System provides a longitudinal, systematic approach to educational and career planning, assessment, instructional support, and evaluation. The EPAS includes three tests—EXPLORE, PLAN, and ACT—taken at key points in a student's career.

What is the average score gain of MMSD students in EPAS tests?

READING
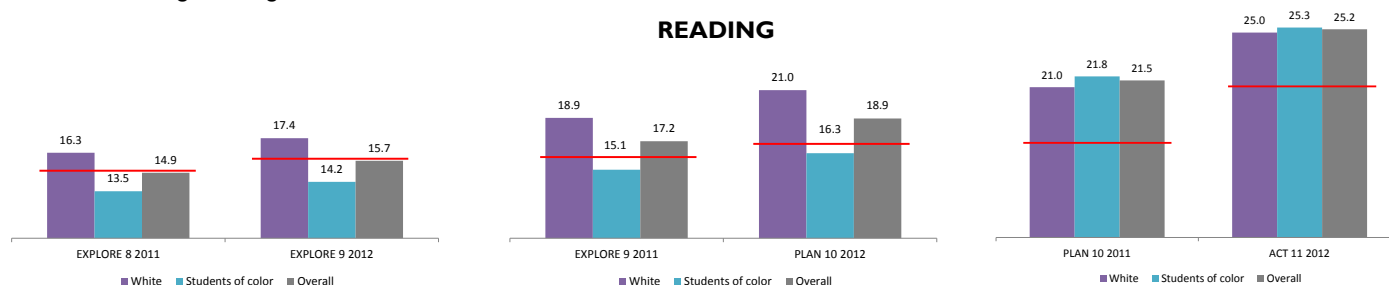
MATH
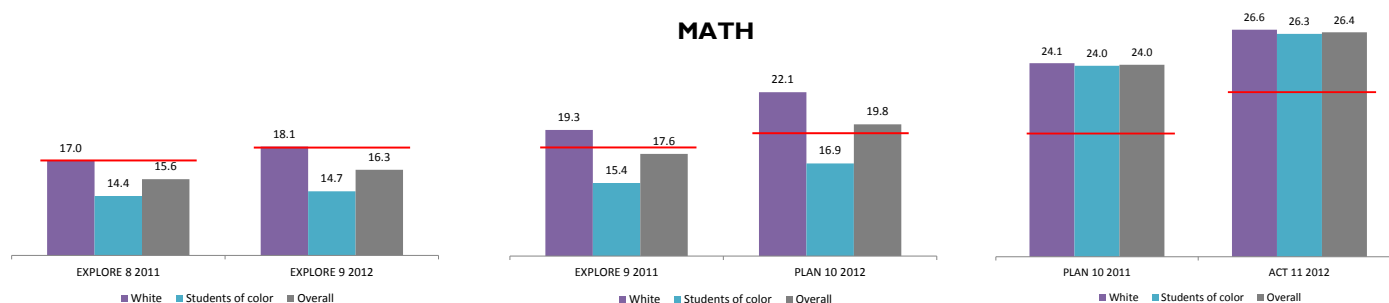
These graphs show average scores for the tests contained within the EPAS suite: EXPLORE, PLAN, and ACT. Each graph reflects only students who took both tests. Because the aim of these graphs is to show growth over the course of a school year and each test is given once per year, we show tests from consecutive school years. Although these tests are all part of the EPAS suite, each has a different maximum possible score. The red horizontal lines represent college readiness benchmarks.

Since students self-selected to take the EPAS suite in 2011-12, the results are biased because they contain a small subsample of MMSD students who are likely to be higher-performing than the general student population. With universal administration beginning in 2012-13, these results will likely look very different and should not be used as a baseline to judge future growth patterns.
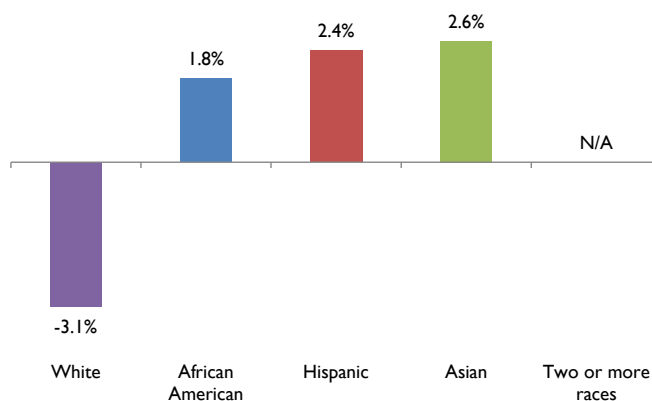
Graduation Rate—Year-to-Year Change

Four-year cohort graduation rates give a sense of the percent of students graduating with their incoming freshman class.

How has the average graduation rate changed over time?

The graph to the right shows the change in four-year cohort graduation rates from students expected to graduate in **2009-10** to students expected to graduate in **2010-11.** The two or more races category was first tracked in 2010-11 so a change in graduation rates is unavailable. Data comes from Wisconsin's Information Network for Successful Schools (WINSS).

Over this two-year period, African-American, Hispanic, and Asian students' graduation rates increased, while white students' rate declined.

Prepared by Bo McCready and Beth Vaade, MMSD Research & Program Evaluation Office, April 2013.

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District Priority #3—Growth

ELL Progression

Students defined as English Language Learners have a particular challenge in achieving academic proficiency, since language is a critical component to success in the classroom. To measure the language acquisition growth of ELL students, MMSD uses the growth in a student's DPI –defined level of proficiency compared to expected growth.

What is the average language growth of MMSD ELL students?

2010-11 ELL Level	2010-11 Grade											
	KG	1	2	3	4	5	6	7	8	9	10	11
1	1.4	1.8	1.4	2.0	1.3	1.7	1.0	0.2	1.7	1.1	1.1	2.3
2	1.3	0.8	0.9	0.9	1.0	1.2	0.4	1.3	1.6	1.1	0.9	1.4
3	0.5	0.3	0.7	0.5	0.5	0.3	0.4	0.1	1.3	0.1	0.8	0.7
4	0.0	0.3	0.4	0.4	0.3	-0.2	0.0	0.0	0.9	0.6	0.6	0.6
5	-1.0	0.8	0.3	0.4	0.2	-0.2	-0.3	-0.2	0.3	0.0	0.1	0.2

The table above shows students' average growth in ELL levels from 2011 to 2012, sorted by grade and 2011 ELL level. The DPI target growth for students is 0.4 levels per year. Average growth below 0.4 is colored in red, average growth between 0.4 and 0.6 is colored in black, and average growth of 0.7 or above is colored in green.

These English language proficiency levels are calculated based on students' Composite and Literacy scores on the Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS) test.

The ELL scale runs from 1-7. However, we show only beginning levels 1-5 because levels 6 and 7 represent full English proficiency and it is impossible to grow once one of these levels is reached.

Overall, students starting at lower levels grow more than those who start at higher levels. Growth patterns are relatively consistent across grades, although the lowest growth occurs in 6th and 7th grade.
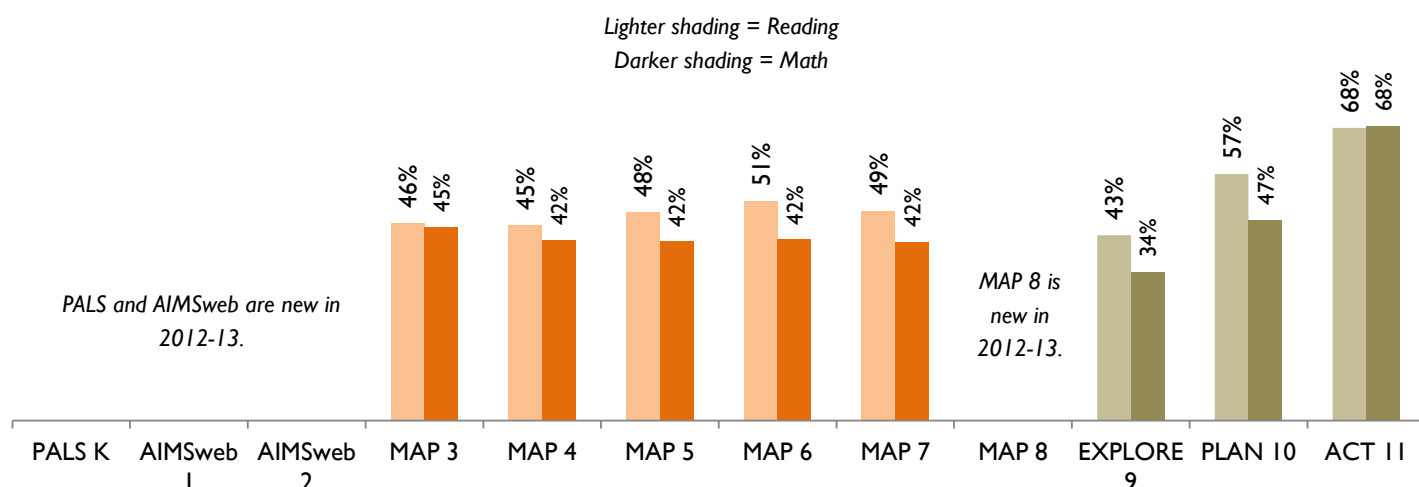
Students starting at level 5 grow the least, on average. Growing from level 5 to 6 represents reaching full English proficiency.
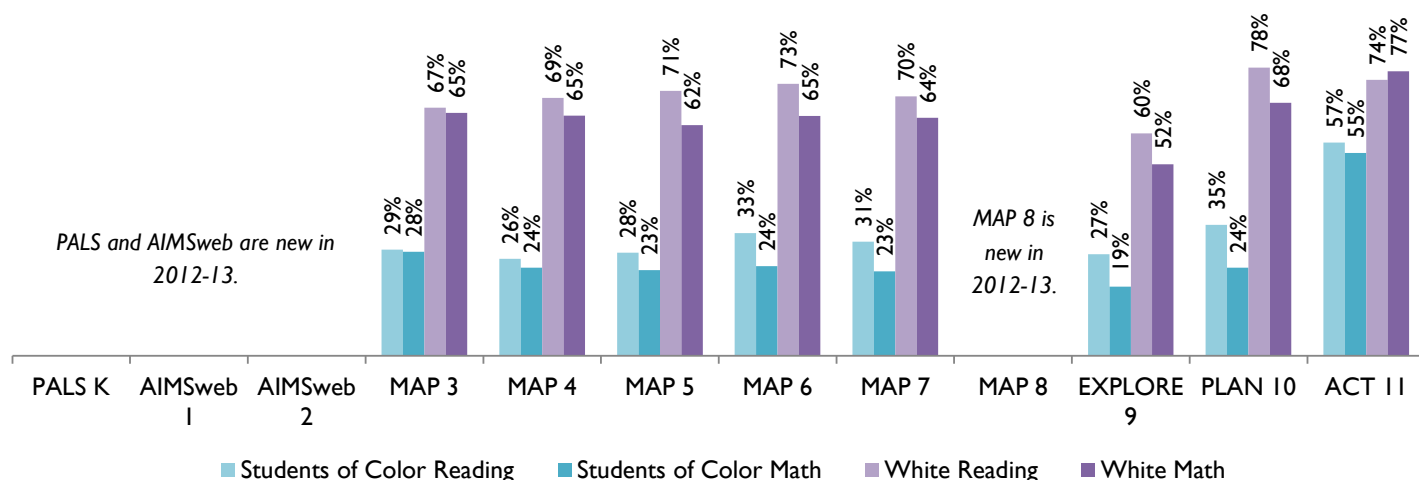
District Priority #4—Achievement

By tracking achievement, MMSD can better understand what students have learned and where interventions are needed. This section shows student achievement on assessment measures from the 2011-12 school year that span grades K-11, as well as graduation rates for grade 12. For MAP, meeting the benchmark means that a student would be expected to score Proficient or Advanced on the NAEP-aligned WKCE. For the EPAS suite (EXPLORE, PLAN, ACT), benchmarks signify college readiness.

% at Benchmark—Overall

Lighter shading = Reading
Darker shading = Math

PALS and AIMSweb are new in 2012-13.

MAP 8 is new in 2012-13.

PALS K	AIMSweb 1	AIMSweb 2	MAP 3	MAP 4	MAP 5	MAP 6	MAP 7	MAP 8	EXPLORE 9	PLAN 10	ACT 11
			46% / 45%	45% / 42%	48% / 42%	51% / 42%	49% / 42%		43% / 34%	57% / 47%	68% / 68%

Overall, MMSD students reach reading benchmarks in MAP and EPAS assessments at slightly higher rates than for math. While the ACT has the highest percentage of students meeting benchmarks, this is likely due to self-selection by college-bound students.

% at Benchmark by Race/Ethnicity

PALS and AIMSweb are new in 2012-13.

MAP 8 is new in 2012-13.

PALS K	AIMSweb 1	AIMSweb 2	MAP 3	MAP 4	MAP 5	MAP 6	MAP 7	MAP 8	EXPLORE 9	PLAN 10	ACT 11
			29% / 28% / 67% / 65%	26% / 24% / 69% / 65%	28% / 23% / 71% / 62%	33% / 24% / 73% / 65%	31% / 23% / 70% / 64%		27% / 19% / 60% / 52%	35% / 24% / 78% / 68%	57% / 55% / 74% / 77%

■ Students of Color Reading   ■ Students of Color Math   ■ White Reading   ■ White Math

Overall, the percentage of students of color who meet the benchmarks in MAP and EPAS for reading and math lags behind white students. While this gap appears smaller for the ACT, this is likely due to selection bias and may not appear in subsequent years with universal administration.

MADISON METROPOLITAN SCHOOL DISTRICT

District Priority #4—Achievement

By tracking achievement, MMSD can better understand what students have learned and where interventions are needed. This section shows student achievement in terms of credit deficiency and graduation rate.

Credit Deficiency

Starting with the 2012-13 school year, MMSD has added a measure of credit deficiency to the Data Dashboard. Calculated at the end of the academic year, this number indicates whether students are deficient in the number of credits needed to be on pace to graduate.

The 2012-13 report will include the percentage of students who are credit deficient, disaggregated by grade and race.

Graduation Rate

Four-year cohort graduation rates give a sense of the percent of students graduating with their incoming freshman class.

This graph shows four-year cohort graduation rates for MMSD students who were expected to graduate at the end of the **2009-10** and **2010-11** academic years. The column on the left shows **2009-10** graduation rates and the column on the right shows **2010-11** graduation rates. The two or more races category was first tracked in 2010-11. Data comes from Wisconsin's Information Network for Successful Schools (WINSS).

White and Asian students graduate at a much higher rate than their African American and Hispanic peers.

MADISON METROPOLITAN SCHOOL DISTRICT
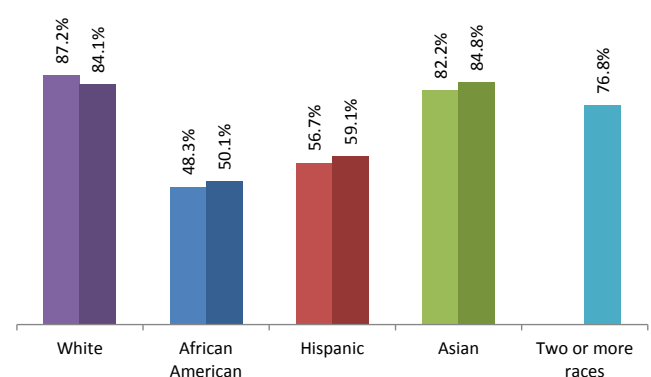
Building Our Future Strategies

Setting SMART Objectives

The SMART framework provides a way to set high-quality objectives. The SMART acronym stands for:

Specific: objectives should be straightforward and clearly define what should happen.

Measurable: objectives should be designed so you can see change occur.

Action-Oriented and Attainable: objectives should encourage commitment while being within reach.

Realistic: objectives should be possible given available skills, resources, and overall goals of the organization.

Timely: objectives should include a time frame that provides a clear target to work toward.

Why Include Measures?

The key reason to include district and program measures in this report is to make sure that the *Building Our Future* plan is contributing to closing achievement gaps. Each program and initiative in *Building Our Future* is based on extensive research and planning. However, it is important to connect these initiatives to tangible outcomes. Tracking these measures helps increase accountability, allocate resources effectively and efficiently, and continuously improve our efforts to educate all students.

Chapter 1, #1: Literacy—Ensure All K-12 Students are Reading at Grade Level

MMSD's implementation of a research-based literacy pedagogy at the elementary level centers on Balanced Literacy K-6. Strategies include the Mondo Bookshop program and the best practices included in the Comprehensive Literacy Model. At the secondary level literacy programs are focused on the Core Reading program (middle), and targeted disciplinary literacy (secondary). Interventions are being provided to students below proficiency using evidence-based reading interventions with the goal of accelerating learning to reach or exceed grade level expectations.

Aligned to District Priorities
#3 Growth
#4 Achievement

Primary Contacts:

Lisa Wachtel, Lisa Kvistad

Action Steps

- Mondo Bookshop will be implemented in all elementary schools in grades K-5 beginning in the Fall of 2013. Best practices included in the Comprehensive Literacy Model will be incorporated in the elementary Core Reading Practices.

- Implement core sixth-grade reading class in all middle schools in 2012-13

- Align English/Language Arts to Common Core in all secondary schools

- Provide professional development to help staff implement literacy strategies

Objectives

1. Increase % proficient or above in WKCE Grade 3 Reading to overall objective of 50% by 2019-20

	Annual Progress		Objective
	2012-13	2013-14	**2019-20**
African American	12.2%	17.6%	50.0%
Hispanic	21.4%	27.1%	50.0%
Asian	42.1%	44.7%	50.0%
White	50.0%	50.0%	50.0%
Two or more races	34.2%	38.2%	50.0%

2. Increase % proficient or above in WKCE Grade 8 Reading to overall objective of 50% by 2019-20

	Annual Progress		Objective
	2012-13	2013-14	**2019-20**
African American	16.6%	21.4%	50.0%
Hispanic	22.7%	29.5%	50.0%
Asian	35.0%	38.8%	50.0%
White	50.0%	50.0%	50.0%
Two or more races	31.2%	35.9%	50.0%

3. Increase % meeting College Readiness benchmarks on ACT Reading.

Because 2012-13 will be the first year for full-scale implementation of the EPAS tests, including the ACT, it is impossible to know a proper baseline from which to set long-term growth and achievement goals. As such, the district has decided to use 2012-13 as baseline data. Subsequent years' reports will contain objectives set based on this initial year of data.

In addition, MMSD staff will also be tracking progress of specific literacy interventions through regular updates to the Board as well as full-scale program evaluations for specific programs.

Chapter 1, #1: Literacy

Percentages reflect the percent of students scoring proficient or advanced. In 2012-13, Wisconsin will align the WKCE to the National Assessment of Educational Progress (NAEP), which has much higher proficiency standards. This report shows 2011-12 WKCE scores re-mapped to the new, higher proficiency levels. Test scores reflect students enrolled on the third Friday in September.

WKCE 3 Reading
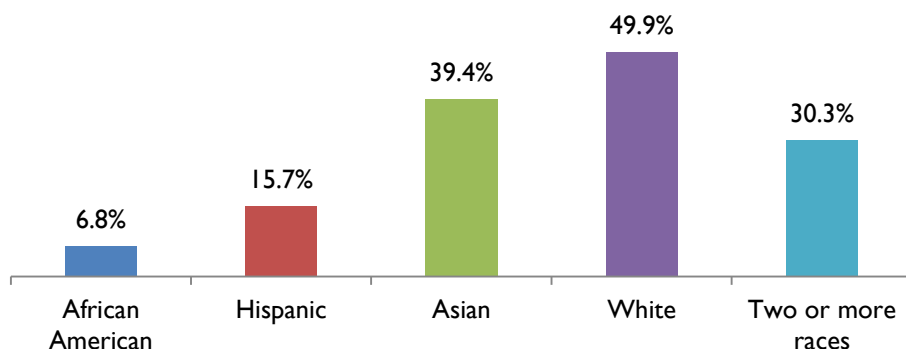
Based on NAEP-aligned WKCE Reading standards, only 6.8% of African American students in 3rd grade scored proficient or advanced in 2011-12. Among white students, 49.9% scored proficient or advanced, nearly reaching the Wisconsin DPI goal of 50% proficient or advanced.

NAEP-aligned WKCE standards result in proficiency rates that are approximately 40% lower than the old standards.

WKCE 8 Reading

Based on NAEP-aligned WKCE Reading standards, only 11.8% of African American students in 3rd grade scored proficient or advanced in 2011-12. Among white students, 53.0% scored proficient or advanced, exceeding the Wisconsin DPI goal of 50% proficient or advanced.

NAEP-aligned WKCE standards result in proficiency rates that are approximately 45% lower than the old standards.
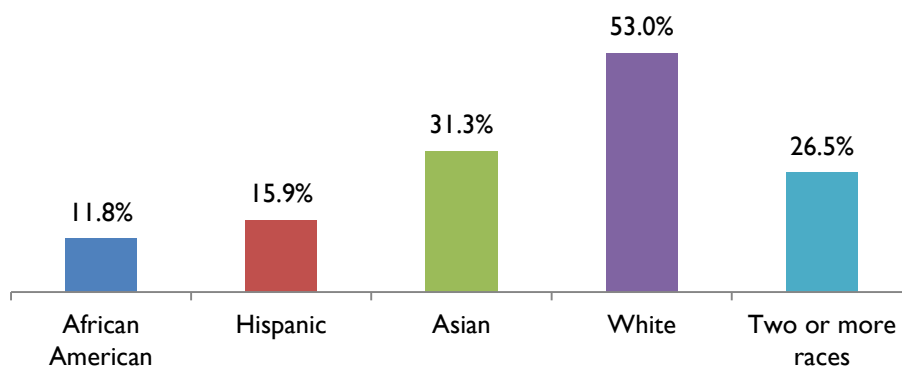
ACT Reading

Beginning with the 2012-13 school year, MMSD will administer the ACT to all high school juniors. Prior to 2012-13, the ACT was an optional test most commonly taken by students with college aspirations. Therefore, when all students are compelled to take the ACT, we expect the percentage of students meeting college readiness benchmarks to decrease considerably, so we have not included past ACT data for this strategy. Baseline data will be available in next year's report, after universal administration has begun.

Chapter 1, #1: Literacy (cont.)

Percentages reflect the percent of students meeting ACT College Readiness benchmark in Reading. For students taking the ACT multiple times during the school year, their highest subscore is used to determine whether they met benchmarks. Test scores reflect students in all grade levels who were enrolled on the third Friday in September.

Beginning with the 2012-13 school year, MMSD will administer the ACT to all high school juniors. Prior to 2012-13, the ACT was an optional test most commonly taken by students with college aspirations. Therefore, when all students are compelled to take the ACT, we expect the percentage of students meeting college readiness benchmarks to decrease considerably, particularly because this report references each student's highest subscore during the academic year.

ACT Reading

	African American	Hispanic	Asian	White	Two or more races
2011-12	29.07%	44.94%	59.78%	75.56%	80.26%
2010-11	25.68%	53.85%	68.75%	76.42%	75.00%
2009-10	34.65%	42.00%	69.23%	77.46%	
2008-09	34.93%	45.88%	60.66%	77.95%	
2007-08	30.23%	60.00%	63.54%	77.26%	

The percentage of MMSD students meeting ACT College Readiness benchmarks in reading has not changed significantly since 2007-08. Most ethnic groups have declined slightly.. A decrease for African American students starting in 2010-11 coincides with the introduction of the "Two or more races" ethnic category in MMSD. In 2011-12, students identifying as two or more races outperformed every other ethnic group.

Shading indicates progression from 2007-08 (lightest) to 2011-12 (darkest).
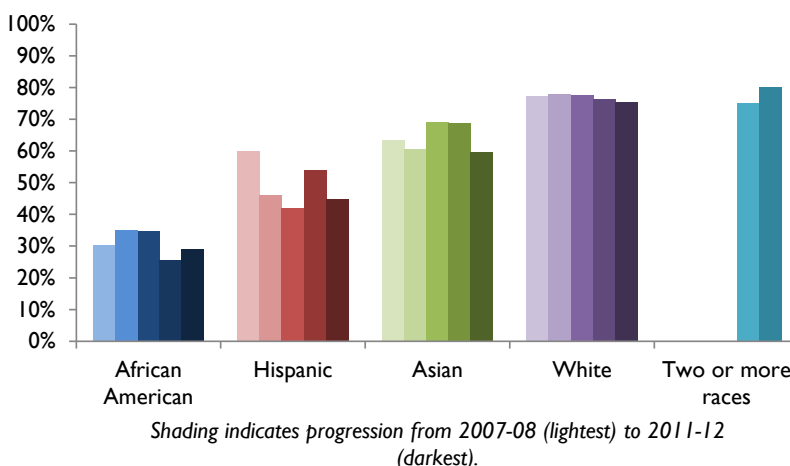
Chapter 1, #1: Literacy

2012-13 Approved Budget

#1 - Ensure all K-12 students are reading at grade level	2012-13	
Org. 422: Language Arts Reading Operation	**Proposed FTE**	**Proposed BUDGET**
Salary & Benefits:		
Administrative		$0
Clerical		$0
Non Union Professional (coordinator)		$0
Permanent Teacher (salary position)	2.00	$149,854
BRS (salary position)		$0
		$0
Special Ed, Psych, Soc Worker, OT/PT (salary position)		
Teacher Hourly		$38,000
Extended Contract		$9,000
Sub Teacher Salary		$25,000
SEA		$0
EA		$0
Custodial		$0
Security		$0
Other (EA, SEA, LTE, etc.)		
Purchased Services/Support		$167,900
		$460,000
Supplies & Materials (Instructional/Audio Visual Media, etc.)		
Equipment:		
Technology (desktops, laptops, netbooks, printers, etc.)		
Other		
TOTAL:	**2.00**	**$849,754**

The Budget for Chapter 1, #1 reflects the Board's decision to spend the Fall 2012 increase in school aid on a one-time basis to purchase Mondo K-5.

MADISON METROPOLITAN SCHOOL DISTRICT

Chapter 1, #2: Schools of Hope—Focus on Third-Grade Students

Every elementary school in Madison will partner with the United Way's Schools of Hope program and AmeriCorps volunteers in addressing the challenge to dramatically increase the number of children, especially from low-income families, reading proficiently by the end of third grade.

Aligned to District Priorities
#1 Attendance
#2 Behavior

Primary Contact:

Susan Abplanalp

Action Steps

- School staff identify third-grade students below proficiency in reading
- United Way's Schools of Hope and AmeriCorps volunteers provide one-to-one tutoring for identified students, with a particular focus on third grade
- Summer institutes for elementary teachers focused on Mondo and balanced literacy curriculum

Objectives

Since 2012-13 will be the first year for the focus on third grade students in the Schools of Hope program, it is difficult to know a proper baseline from which to set long-term growth and achievement goals. As such, the district has decided to use 2012-13 as baseline data. Subsequent years' reports will contain objectives set based on this initial year of data.

Program staff track other measures internally on a regular basis, using Infinite Campus and Data Dashboard. Schools of Hope also underwent a comprehensive evaluation with a final report released in November 2012. Results are available upon request.

Chapter 1, #2: Schools of Hope

Currently, no data is available. Data from the 2012-13 school year will be used to set baselines.

MAP Reading Grade 3—% meeting Fall to Spring Growth Target

Data will be available for next year's report.

MAP Reading Grade 3—% at Spring Status Benchmark

Data will be available for next year's report.

Chapter 1, #2: Schools of Hope

2012-13 Approved Budget

Specific funds were not allocated for this initiative for the 2012-13 year. Additional funding, such as that for reading interventionists, is listed under Chapter 1, #1. As part of our partnership, United Way directs significant funding and energy to this project.

Prepared by Bo McCready and Beth Vaade, MMSD Research & Program Evaluation Office, April 2013.

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Chapter 1, #4: Expanded Summer Learning Opportunities

Expanded summer learning opportunities will provide valuable time for additional students to receive academic instruction in math and literacy, expand enrichment and alternative education options, and take advantage of Madison Virtual Campus opportunities. Research shows that achievement gaps between lower- and higher-income students are directly related to unequal summer learning opportunities. Summer school is a well-documented strategy used nationally in closing achievement gaps. Summer school is important to provide extended learning time, jump start student learning for the next instructional level, and help prevent summer learning loss. Therefore, continuous quality improvement in summer school programs along with increased access will help close achievement gaps.

Aligned to

District Priorities

#3 Growth

#4 Achievement

Primary Contact:

Scott Zimmerman

Action Steps

1. Spring 2013—develop and prepare to implement a new summer school model called Summer Learning Academy (SLA).

2. Summer 2013—implement the Summer Learning Academy (SLA) through increasing enrollment by up to 200 additional students, increasing quality of core instruction teacher pay, and maintaining lower class sizes.

3. Summer 2014—maintain Summer 2013 improvements and expand enrollment by an additional 480 students.

Objectives

1. Increase % attending who complete summer school (K-12, includes enrichment)

	Annual Progress		Objective
	2012-13	*2013-14*	*2016-17*
African American	84%	87%	**95%**
Hispanic	91%	92%	**95%**
Asian	92%	93%	**95%**
White	90%	91%	**95%**
Two or more races	86%	88%	**95%**
All Students	88%	90%	**95%**

2. Increase achievement gains from start to end of summer school session, as measured by AIMSweb.

In summer 2013, MMSD staff will pilot the AIMSweb summer literacy assessment with a representative sample of 100 students. The data gathered will be used as a baseline for future goal-setting. Pending approval and funding for expansion of AIMSweb use in future years, AIMSweb scores will be monitored for all students in the summer learning program. If AIMSweb cannot be used, MMSD staff will explore using other assessments.

Hanover Research previously released two reports on the summer school program, including an evaluation overview in August 2011 and analysis of an MMSD survey to parents, students, teachers, and administrators in October 2012. Program staff track other measures internally on a regular basis. These measures include student enrollment in specific programs and the potential use of AIMSweb to assess elementary student literacy achievement pre- and post-summer school.
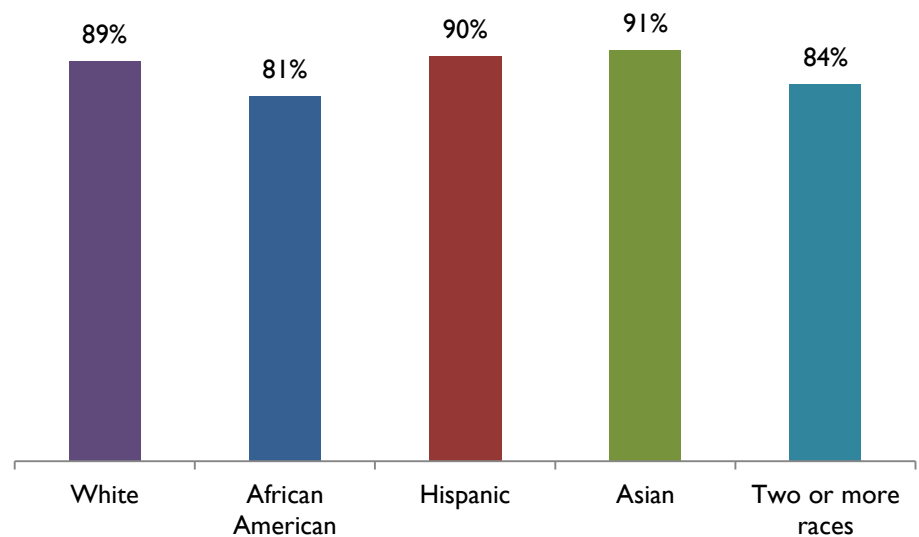
Chapter 1, #4: Expanded Summer Learning Opportunities

Data below reflects the 2011-12 school year and the 2012 summer school session. Students in grades K-8 are invited to attend summer school based on a rubric of characteristics used to identify students who would benefit from additional academic instruction during the summer.

% Attending who Complete (all grades)

This graph shows the percentage of students in all grades beginning summer school at any point who remain enrolled at the end of summer school.

Summer school completion rates are highest for Asian and Hispanic students and lowest for African-American and multiracial students.

White	African American	Hispanic	Asian	Two or more races
89%	81%	90%	91%	84%

AIMSweb Gains

Data will be available following the summer 2013 pilot.

Chapter 1, #4: Expanded Summer Learning Opportunities

2012-13 Approved Budget

Specific funds were not allocated for this initiative for the 2012-13 planning year.

Prepared by Bo McCready and Beth Vaade, MMSD Research & Program Evaluation Office, April 2013.

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Chapter 1, #5: Develop an Early Warning System

MMSD is developing an early warning system to identify students at risk based on academic and behavioral data. The high school early warning system was in place before the 2012-13 school year. Additional warning systems will be adapted from this model for middle school, elementary, and early learning. Warning systems will be in place for all grade levels before the end of the 2012-13 school year.

Other data enhancements will include a benchmark monitoring tool to compare student-by-student results on major assessments to district averages as well as content enhancements and reports to the data dashboard system.

| **Aligned to District Priorities** |
|---|
| **#1 Attendance** |
| **#2 Behavior** |
| **#3 Growth** |
| **#4 Achievement** |

Primary Contact:

Andrew Statz

Action Steps

- Develop early warning systems for middle, elementary, and early learning in 2012-13

- Develop benchmark monitoring system for major assessments before 2013-14

- Continue to add and enhance content on the data dashboard system

- Conduct training and orientation sessions for SST and RtI members, as well as specific program staff and administrators, beginning during the 2012-13 school year.

Objectives

1. Identify all students (all grades) according to RtI model, with 80% as Low Risk, 15% as Medium Risk, and 5% as High Risk starting in 2012-13.

■ Low Risk   ■ Medium Risk   ■ High Risk
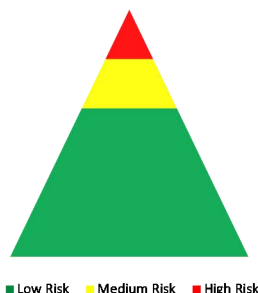
2. Decrease disproportionality among student subgroups identified as High Risk (all models)

Chapter 1, #5: Early Warning System

Because the Early Warning System is new, historical data will not be available.

% Identified as High and Medium Risk

Data will be available for next year's report.

Disproportionality among High Risk

Data will be available for next year's report.

Chapter 1, #5: Early Warning System

2012-13 Approved Budget

#5 - Develop an early warning system		
	2012-13	
Org. 983: Application Development	**Proposed FTE**	**Proposed BUDGET**
Salary & Benefits:		
Administrative		$0
Clerical		$0
Non Union Professional (coordinator)		$0
Permanent Teacher (salary position)		$0
BRS (salary position)		$0
Special Ed, Psych, Soc Worker, OT/PT (salary position)		$0
Teacher Hourly		
Extended Contract		
Sub Teacher Salary		
SEA		$0
EA		$0
Custodial		$0
Security		$0
Other (EA, SEA, LTE, etc.)		
Purchased Services/Support		$250,000
Supplies & Materials (Instructional/Audio Visual Media, etc.)		
Equipment:		
Technology (desktops, laptops, netbooks, printers, etc.)		
Other		
TOTAL:	**0.00**	**$250,000**

Prepared by Bo McCready and Beth Vaade, MMSD Research & Program Evaluation Office, April 2013.

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Chapter 2, #8: Prepare All for Life after High School

MMSD has identified the priority of preparing all students for life after high school by giving them meaningful opportunities for college and career-focused learning. MMSD will work with community partners such as Thrive and the Greater Madison Chamber of Commerce to identify the skills needed for graduates to succeed in the workforce and the K-12 experiences that can help facilitate the creation of those skills. Examples of these initiatives include work-based learning, curriculum alignment to the Career Cluster Model, and access to the Gallup Strengths Finder at high school. Students will also be encouraged to create individual learning plans and complete their Career Cruising Educational Plan.

Aligned to
District Priorities
#4 Achievement

Primary Contact:

Miles Tokheim

Action Steps

- Hire 0.5 FTE for each high school to focus on the expansion of career exploration opportunities in 2012-13

- Plan career academies within MMSD high schools for 2014-15

- Train Career and Technical Education (CTE) staff & counselors on Career Cruising & Gallup StrengthsFinder

- Facilitate communication and information to build and grow sustainable partnerships with local employers and to align education and workforce development efforts

Objectives

1. Increase preparation for postsecondary options

	Annual Progress		Objective
	2012-13	*2013-14*	*2016-17*
Students with portfolio completed - 8th grade	171	342	1539
Students with portfolio completed - 12th grade	191	382	1718
Students with dual transcripted credit	410	431	498
Students with industry credentials	194	233	403

2. Increase number of students participating in work-based learning

	Annual Progress		Objective
	2012-13	*2013-14*	*2016-17*
African American	21	23	31
Hispanic	13	14	19
Asian	8	9	12
White	26	29	38
Two or more races	3	3	4
Total	71	78	104

3. Increase student involvement in CTE

|	Annual Progress		Objective
	2012-13	*2013-14*	*2016-17*
Students enrolled in one or more CTE course	3499	3499	3677
Students enrolled in 3 or more CTE courses	323	323	338
CTE Concentrator graduation rate	95%+	95%+	95%+

Program staff report on many other measures for a federal Carl Perkins grant, including participation rates, academic achievement, credentials and certifications, CTE concentrators, and students' progress one year after high school.

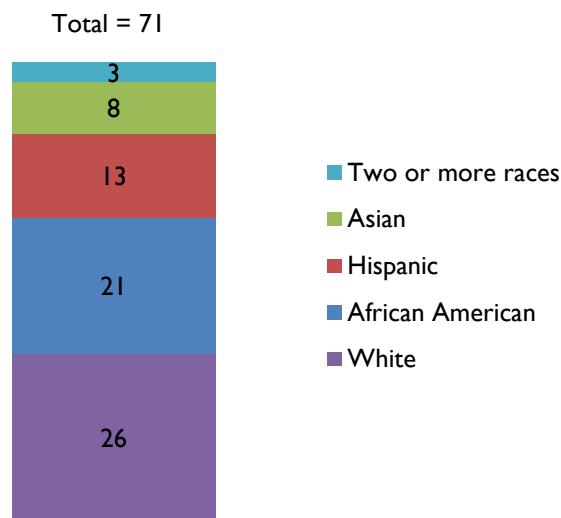# Chapter 2, #8: Prepare All for Life after High School

All data below pertains to the 2011-12 school year. Work-Based Learning includes Youth Apprenticeship, internships, job shadowing, and state-certified co-op programs.

Preparation for Postsecondary Planning
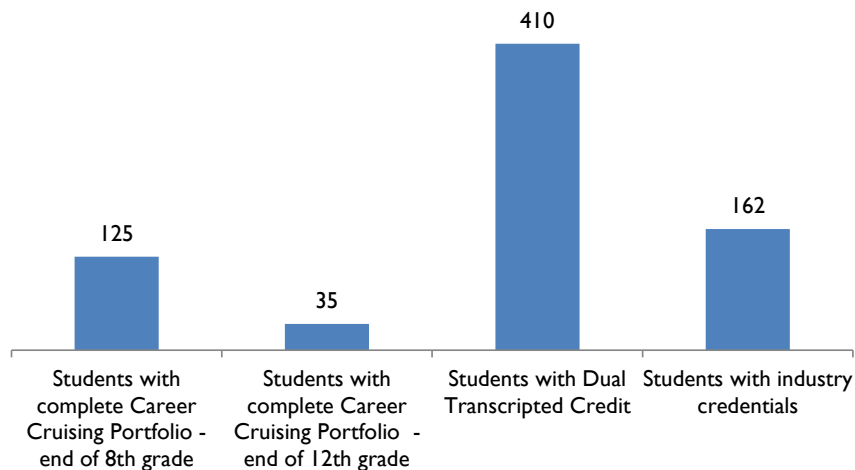
The graph above shows the number of students who participated in various postsecondary planning activities. Completion of the Career Cruising Portfolio is very low in both 8th and 12th grade.

Work-Based Learning

The graph above shows the total number of students participating in Work-Based Learning programs, disaggregated by race. The percentage of white students participating in Work-Based Learning is low relative to the composition of the district overall.

Prepared by Bo McCready and Beth Vaade, MMSD Research & Program Evaluation Office, April 2013.

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Chapter 2, #8: Prepare All for Life after High School (cont.)

All data below pertains to the 2011-12 school year. Students taking three or more CTE courses in the same pathway are considered "CTE concentrators."

Involvement in CTE
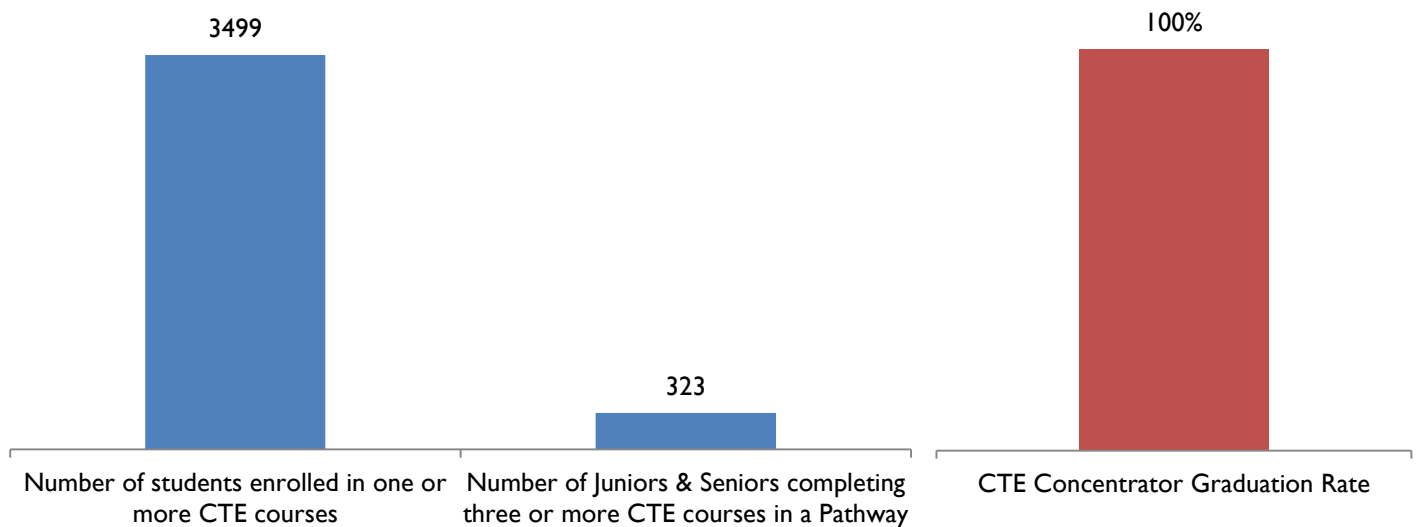
Overall, 3499 students enrolled in one or more CTE courses and 323 juniors and seniors completed three or more CTE courses within a single pathway, making them CTE concentrators. Among these 323 CTE concentrators, the graduation rate was 100%.

Chapter 2, #8: Prepare All for Life after High School

2012-13 Approved Budget

#8 - Prepare All for Life After High School - Career Academies	2012-13	
Org. 482: Career and Tech Ed Operations	**Proposed FTE**	**Proposed BUDGET**
Salary & Benefits:		
Administrative		$0
Clerical		$0
Non Union Professional (coordinator)	0.00	$0
Permanent Teacher (salary position)	2.00	$149,854
BRS (salary position)		$0
Special Ed, Psych, Soc Worker, OT/PT (salary position)		$0
Teacher Hourly		
Extended Contract		$0
Sub Teacher Salary		$0
SEA		$0
EA		$0
Custodial		$0
Security		$0
Other (EA, SEA, LTE, etc.)		
Purchased Services/Support		
Supplies & Materials (Instructional/Audio Visual Media, etc.)		
Equipment:		$0
Technology (desktops, laptops, netbooks, printers, etc.)		$0
Other (renovations with 15% cost of electrical up-grades)		$0
TOTAL:	**2.00**	**$149,854**

Chapter 2, #9: Implement ACT Test & Prep

Beginning with the 2012-13 school year, MMSD will administer the ACT to all high school juniors. Prior to 2012-13, the ACT was an optional test most commonly taken by students with college aspirations. In addition, MMSD will administer the entire EPAS suite, which includes EXPLORE 8, EXPLORE 9, PLAN 10, and ACT. Universal administration of the EPAS system will provide a longitudinal, systematic approach to educational and career planning, assessment, instructional support, and evaluation.

Aligned to

District Priorities

#3 Growth

#4 Achievement

Primary Contact:

Tim Peterson

Action Steps

- Implement middle school EXPLORE for all students in 2012-13

- Administer high school EXPLORE, PLAN, and ACT tests for all students in 2012-13

- Review results of initial full-scale implementation and share findings with community

- Determine need/capacity for ACT prep and engage community partners

Objectives

Because 2012-13 will be the first year for full-scale implementation of the EPAS tests, it is impossible to know a proper baseline from which to set long-term growth and achievement goals. As such, the district has decided to use 2012-13 as baseline data. Subsequent years' reports will contain objectives set based on this initial year of data.

For the 2012-13 school year, the district objective is 80% test participation. While 100% participation is ideal, MMSD has certain student groups who may choose to opt out of the test, such as those students with individualized education programs, those classified as English Language Learners at a DPI level of 1 or 2, and those parents who request to not have their child take the test. Student mobility may also impact the test-taking rate.

Chapter 2, #9: ACT

Percentages reflect the percent of students meeting ACT College Readiness benchmarks. These benchmarks, set by ACT, represent the score level at which students would be expected to receive a "B" in a corresponding course during their freshman year of college. For students taking the ACT multiple times during the school year, their highest subscore is used to determine whether they met benchmarks. Test scores and rates reflect students in grade 11 only who were enrolled on the third Friday in September.

Beginning with the 2012-13 school year, MMSD will administer the ACT to all high school juniors. Prior to 2012-13, the ACT was an optional test most commonly taken by students with college aspirations. Therefore, when all students are compelled to take the ACT, we expect the percentage of students meeting college readiness benchmarks to decrease considerably.

ACT Test-Taking Rate

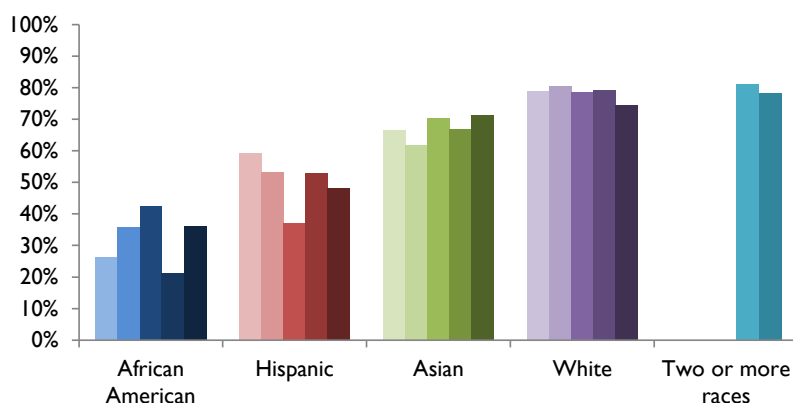|	African American	Hispanic	Asian	White	Two or more races
2011-12	16%	31%	53%	53%	37%
2010-11	12%	20%	37%	54%	33%
2009-10	12%	21%	40%	49%	
2008-09	17%	24%	59%	59%	
2007-08	19%	21%	52%	62%	

ACT test-taking rates have been relatively consistent since 2007-08. Overall, white students take the ACT at the highest rate, followed by Asian students. Test participation increased 11% from 2010-11 to 2011-12 for Hispanic students.
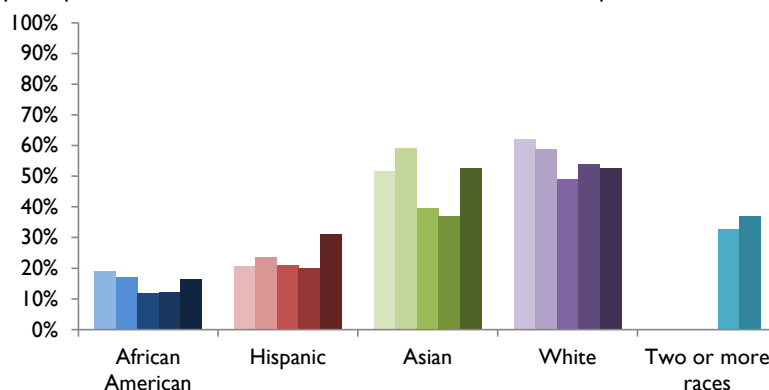
Shading indicates progression from 2007-08 (lightest) to 2011-12 (darkest).

ACT Reading

ACT Reading scores have remained relatively consistent since 2007-08. The decrease for African American students coincides with the introduction of the "Two or more races" ethnic category in MMSD.

Shading indicates progression from 2007-08 (lightest) to 2011-12 (darkest).

|	African American	Hispanic	Asian	White	Two or more races
2011-12	36%	48%	71%	74%	78%
2010-11	21%	53%	67%	79%	81%
2009-10	42%	37%	70%	79%	
2008-09	36%	53%	62%	80%	
2007-08	26%	59%	66%	79%	

Chapter 2, #9: ACT (cont.)

Percentages reflect the percent of students meeting ACT College Readiness benchmarks. These benchmarks, set by ACT, represent the score level at which students would be expected to receive a "B" in a corresponding course during their freshman year of college. For students taking the ACT multiple times during the school year, their highest subscore is used to determine whether they met benchmarks. Test scores and rates reflect students in grade 11 only who were enrolled on the third Friday in September.

Beginning with the 2012-13 school year, MMSD will administer the ACT to all high school juniors. Prior to 2012-13, the ACT was an optional test most commonly taken by students with college aspirations. Therefore, when all students are compelled to take the ACT, we expect the percentage of students meeting college readiness benchmarks to decrease considerably.

ACT English

	African American	Hispanic	Asian	White	Two or more races
2011-12	49%	64%	80%	88%	89%
2010-11	36%	65%	78%	89%	94%
2009-10	51%	60%	80%	90%	
2008-09	52%	80%	71%	91%	
2007-08	46%	64%	83%	89%	

ACT English scores have remained relatively consistent since 2007-08. The decrease for African American students coincides with the introduction of the "Two or more races" ethnic category in MMSD.

Shading indicates progression from 2007-08 (lightest) to 2011-12 (darkest).
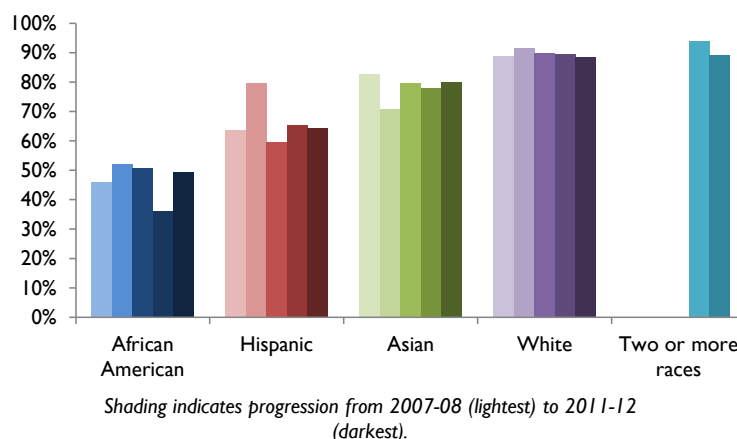
ACT Math

ACT Math scores have remained relatively consistent since 2007-08, with the exception of a noticeable improvement among Asian students. The decrease for African American students again coincides with the introduction of the "Two or more races" ethnic category in MMSD.

Shading indicates progression from 2007-08 (lightest) to 2011-12 (darkest).
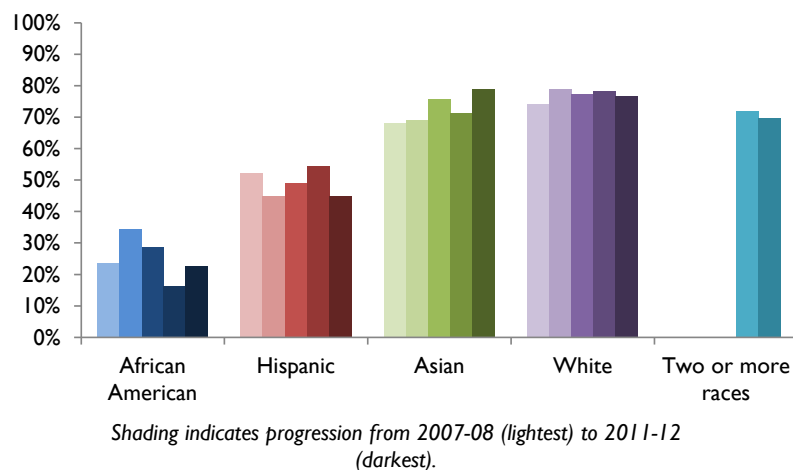
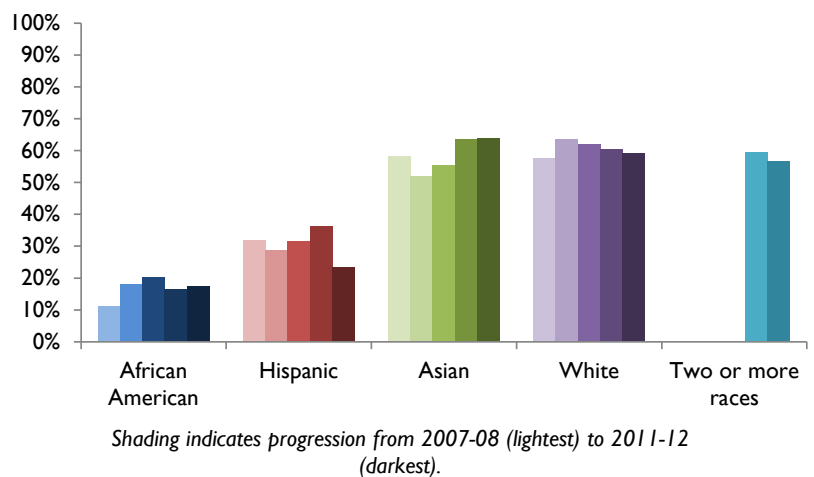|	African American	Hispanic	Asian	White	Two or more races
2011-12	23%	45%	79%	77%	70%
2010-11	16%	55%	71%	78%	72%
2009-10	29%	49%	76%	77%	
2008-09	34%	45%	69%	79%	
2007-08	24%	52%	68%	74%	

Chapter 2, #9: ACT (cont.)

Percentages reflect the percent of students meeting ACT College Readiness benchmarks. These benchmarks, set by ACT, represent the score level at which students would be expected to receive a "B" in a corresponding course during their freshman year of college. For students taking the ACT multiple times during the school year, their highest subscore is used to determine whether they met benchmarks. Test scores and rates reflect students in grade 11 only who were enrolled on the third Friday in September.

Beginning with the 2012-13 school year, MMSD will administer the ACT to all high school juniors. Prior to 2012-13, the ACT was an optional test most commonly taken by students with college aspirations. Therefore, when all students are compelled to take the ACT, we expect the percentage of students meeting college readiness benchmarks to decrease considerably.

ACT Science

	African American	Hispanic	Asian	White	Two or more races
2011-12	17%	23%	64%	59%	57%
2010-11	16%	36%	63%	60%	59%
2009-10	20%	32%	55%	62%	
2008-09	18%	29%	52%	64%	
2007-08	11%	32%	58%	57%	

ACT Science scores have remained relatively consistent or improved since 2007-08 for all groups except for Hispanic students.

Shading indicates progression from 2007-08 (lightest) to 2011-12 (darkest).

Prepared by Bo McCready and Beth Vaade, MMSD Research & Program Evaluation Office, April 2013.

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Chapter 2, #9: Implement ACT Test & Prep

2012-13 Approved Budget

#9 - Implement ACT college entrance test and ACT test preparation	2012-13	
Org. 407: Assessment/Testing Operations	**Proposed FTE**	**Proposed BUDGET**
Salary & Benefits:		
Administrative		$0
Clerical		$0
Non Union Professional (coordinator)		$0
Permanent Teacher (salary position)		$0
BRS (salary position)		$0
Special Ed, Psych, Soc Worker, OT/PT (salary position)		$0
Teacher Hourly		
Extended Contract		
Sub Teacher Salary		
SEA		$0
EA		$0
Custodial		$0
Security		$0
Other (EA, SEA, LTE, etc.)		
Purchased Services/Support		
Supplies & Materials (Instructional/Audio Visual Media, etc.)		$94,815
Equipment:		
Technology (desktops, laptops, netbooks, printers, etc.)		
Other		
TOTAL:	**0.00**	**$94,815**

Prepared by Bo McCready and Beth Vaade, MMSD Research & Program Evaluation Office, April 2013.

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MADISON METROPOLITAN SCHOOL DISTRICT

Chapter 2, #10: Expand AVID

AVID is a national program implemented in partnership with the Boys & Girls Club of Dane County that targets students in the academic middle who are first generation college students, from historically underrepresented groups, and/or have special circumstances that hinder their ability to succeed in postsecondary education. AVID/TOPS/College Club aims to help close the achievement gap by supporting these students to become college and career ready. The implementation of the AVID elective also encourages the use of AVID instructional strategies across the curriculum, exposing all MMSD students to strategies that promote critical thinking; increase reading, writing, and organizational skills; and foster collaboration.

Aligned to District Priorities
#1 Attendance
#2 Behavior
#3 Growth

Primary Contact:

Julie Koenke

Action Steps

- Recruit, hire & train AVID elective teachers and coordinators in AVID implementation and tutorology content areas.

- Select AVID students for enrollment in the 2012-13 AVID elective courses. AVID students will meet the AVID national criteria: academic middle (2.0—3.5 GPA), first generation, historically underrepresented in postsecondary education.

- Establish AVID site teams at 11 middle schools and four high schools.

- Implement AVID elective courses in 11 of 12 middle schools (excluding Badger Rock) and continue implementation at the four comprehensive high schools.

- Recruit, hire, train & place AVID tutors in all AVID elective courses in order to implement AVID tutorology.

Objectives

1. Maintain an overall attendance rate of 94% or higher.	2. Have an average of one or fewer behavior referrals per year.

3. Increase in middle school AVID students reaching growth targets on MAP Reading and Math to meet an overall goal of 80% of students meeting MAP growth targets.

	Annual Progress		Objective
	2012-13	*2013-14*	*TBD*
MAP 7 Reading	TBD	TBD	80%
MAP 7 Math	TBD	TBD	80%

Because AVID middle school is new in 2012-13, that year's data will be used as the baseline to set annual progress and objectives.

4. Increase in students meeting College Readiness benchmarks on EPAS Reading and Math to meet an overall goal of 75% of students meeting EPAS benchmarks.

	Annual Progress		Objective
	2012-13	*2013-14*	*2020-21*
EXPLORE 9 Reading	41%	45%	75%
EXPLORE 9 Math	27%	33%	75%
PLAN 10 Reading	47%	50%	75%
PLAN 10 Math	31%	37%	75%
ACT 11 Reading	36%	41%	75%
ACT 11 Math	26%	33%	75%

Program staff track other measures internally, including attached outcomes (see next page) agreed upon by MMSD and the Boys & Girls Club of Dane County. These measures are tracked by both entities to ensure program effectiveness and growth is occurring. The AVID/TOPS partnership uses Infinite Campus, Data Dashboard, and an annual, external evaluation produced by WISCAPE at UW–Madison. The WISCAPE evaluation disaggregates findings by race/ethnicity and is presented annually to the Board.
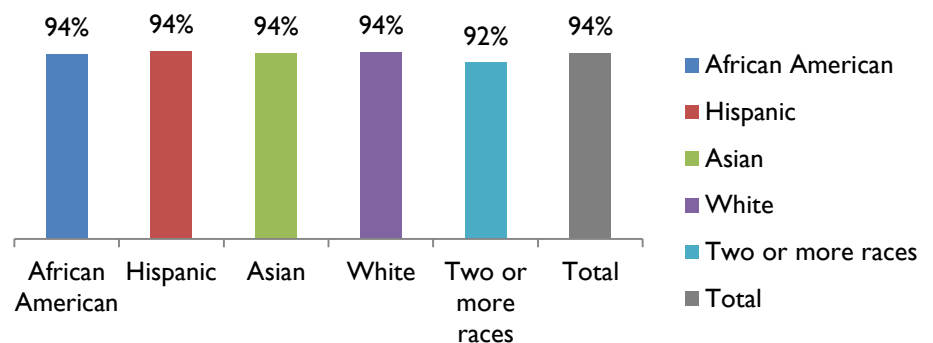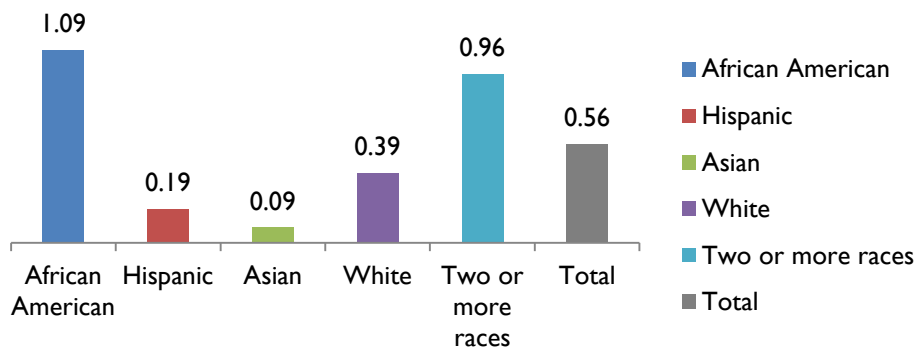
Chapter 2, #10: Expand AVID

For this report, students are identified as AVID students if they completed at least one semester of AVID in MMSD during the 2011-12 school year. This means that some students included in the numbers below may have completed only the first semester and exited the program while others joined the program for the second semester only. All data pertains to 2011-12, which will serve as the baseline for the program.

Attendance Rate

During 2011-12, all racial groups in AVID aside from multiracial students had attendance rates of around 94%.

- African American: 94%
- Hispanic: 94%
- Asian: 94%
- White: 94%
- Two or more races: 92%
- Total: 94%

Behavior Points

- African American: 1.09
- Hispanic: 0.19
- Asian: 0.09
- White: 0.39
- Two or more races: 0.96
- Total: 0.56

On average, AVID students had fewer than one behavior referral during the 2011-12 academic year. African-American AVID students had the highest number of referrals with an average of 1.09 per student.

MAP

Middle school AVID is new for the 2012-13 school year. AVID middle school student data will be available starting with next year's report.
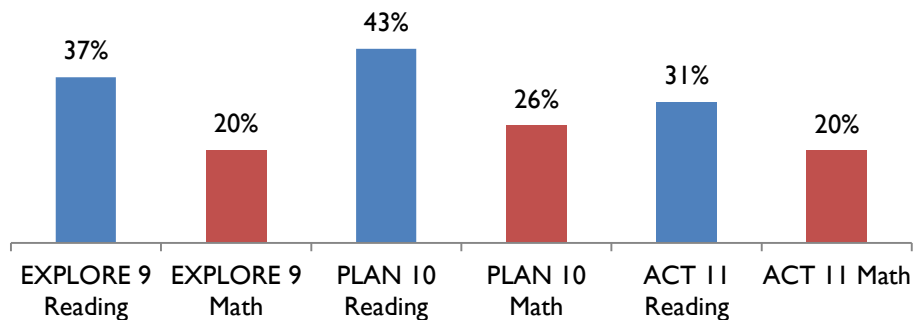
Chapter 2, #10: Expand AVID (cont.)

This graph shows the percentage of students meeting college readiness benchmarks on the EPAS suite for the 2011-12 school year. EXPLORE 9 scores include only students in Grade 9, PLAN 10 scores include only students in Grade 10, and ACT scores include only students in Grade 11.

The AVID/TOPS program has set high goals for student achievement on the EPAS because of the aim of the program for participants. AVID/TOPS is designed to help students attend and succeed in college; to do so, these students need to be college-ready by the time they leave MMSD. EPAS scores are one way to measure whether the program is achieving this goal.

EPAS

EXPLORE 9 Reading	EXPLORE 9 Math	PLAN 10 Reading	PLAN 10 Math	ACT 11 Reading	ACT 11 Math
37%	20%	43%	26%	31%	20%

Overall, more AVID students met college readiness benchmarks in reading than in math on all tests in the EPAS suite. The percentage of students meeting benchmarks was highest for the PLAN 10 for both subjects.

Chapter 2, #10—Expand AVID

2012-13 Approved Budget

#10 - Expand AVID (2012-13 and 2013-14)	2012-13	
	Proposed FTE	**Proposed BUDGET**
Org. 212/222: Secondary Education		
Salary & Benefits:		
Administrative	0.00	$0
Clerical		$0
Non Union Professional (coordinator)		$0
Permanent Teacher (salary position)	9.50	$759,192
BRS (salary position)		$0
Special Ed, Psych, Soc Worker, OT/PT (salary position)		$0
Teacher Hourly		
Extended Contract		
Sub Teacher Salary		$77,800
SEA		$0
EA		$0
Custodial		$0
Security		$0
Other (EA, SEA, LTE, etc.)		$110,400
Purchased Services/Support		$316,150
Supplies & Materials (Instructional/Audio Visual Media, etc.)		$70,530
Equipment:		
Technology (desktops, laptops, netbooks, printers, etc.)		
Other		
TOTAL:	**9.50**	**$1,334,072**

AVID/TOPS Partnership Goals

Vision Statement
To close the achievement gap, low income and students of color will graduate from high school, enroll in college, and graduate from college at the same rate as white students.

Mission:
AVID/TOPS students will develop habits, academic skills, and personal attributes to successfully graduate from high school and enroll in and graduate from college.

Students Served:
Academic middle (2.0-3.5 GPA)
90% Historically underrepresented in post-secondary education (low income, students of color ,and first generation to earn college degree)
10-15% of high school population (800-1000 students), depending on demographics of school (schools with more students in the targeted demographic would have a higher percentage)

Goals
Students will be positively engaged within AVID/TOPS and school community
   Indicators
   On average 85% of students will be retained from year to year
   Students will maintain a 95% attendance rate
   All student groups (race, income) will have no more than 1 behavior point/year

Students will graduate high school on-time and be prepared to succeed in college
   Indicators
   GPA: Core GPA 25% higher than control group for low income and students of color.
   75% of students will have GPA of 3.0 or higher by the end of their junior year (using 2012-13 as benchmark each student demographic will improve 5% per year)
   100% of students will take the EPAS series of college-preparatory tests
   75% of students will meet EPAS benchmark scores (using 2012-13 as a benchmark each student demographic group will improve 5% per year).
   100% of students will be on track for on-time graduation
   80% of students will take and pass at least one honors/AP class during high school (starting with 40% in current year and improving 10% per year).
   25% of students will take and pass at least two honors/AP classes during high school (starting with 5% in current year and improving 5% per year)

Students will enroll, attend and graduate from a postsecondary institution
   Indicators
   100% of seniors will apply to at least three postsecondary institutions
   95% of seniors will enroll and attend a postsecondary institution
   Persistence in college will be a minimum of:

College Persistence	1st Yr	2nd Yr	3rd Yr	4th Yr	Degree within 6 years
Graduating Class 2013	95%	80%	70%	60%	50%
Graduating Class 2014	95%	82%	73%	64%	53%
Graduating Class 2015	95%	84%	76%	68%	60%
Each year thereafter	95%	Improve 1% until 70% degree attainment			

MADISON METROPOLITAN SCHOOL DISTRICT

Chapter 2, Amendment: Dropout Recovery Partnership with Operation Fresh Start

Operation Fresh Start Pathways is a full-time program for students ages 18 and older who are in need of an alternative setting to demonstrate proficiency in the critical areas necessary to fulfill MMSD graduation requirements. A 50% MMSD teacher is placed at OFS to provide academic instruction and support in addition to vocational training and postsecondary planning opportunities. The MMSD teacher works in collaboration with OFS staff to support students to meet the proficiencies needed to attain an MMSD diploma.

Aligned to District Priorities
#1 Attendance
#4 Achievement

Primary Contact:

Nancy Yoder

Action Steps

- Train the new 0.5 FTE teacher through professional development with the Innovative and Alternative Education program staff focused on RtI and literacy.

- Share information with principals, administration, and student services staff to spread the word about the program, criteria for admission, and process of referral

- Provide quarterly status reports that include information about students' academic and behavioral progress

Objective

1. Increase in legacy graduation rate for participating students.

	Annual Progress		Objective
	2012-13	*2013-14*	*2016-17*
African American	65%	70%	**80%**
Hispanic	65%	70%	**80%**
Asian	65%	70%	**80%**
White	65%	70%	**80%**
Two or more races	65%	70%	**80%**
All Students	65%	70%	**80%**

Program staff track other measures internally on a regular basis.

Chapter 2, Amendment: Dropout Recovery

Legacy graduation rates include students continuing through age 21. These rates are consistently higher than four-year graduation rates because some students take longer than four years to finish high school.

Because the program includes so few students, any data disaggregated by race would compromise student privacy and violate state and federal regulations. Therefore, we present aggregate data only.

The Dropout Recovery Program is new for the 2012-13 school year, so no data is available. However, the Dropout Recovery Program builds on previous work with Operation Fresh Start (OFS). Graduation rates from the last three years of OFS will serve as baseline data and will be included in this report when available.

Legacy Graduation Rate

Data will be presented when available.

Chapter 2, Amendment: Dropout Recovery

2012-13 Approved Budget

Amendment: Drop-Out Recovery (serving 17 - 21 year-olds)	2012-13	
Org. 854: Innovative Programming, Nancy Yoder	**Proposed FTE**	**Proposed BUDGET**
Salary & Benefits:		
Administrative		$0
Clerical		$0
Non Union Professional (coordinator)		$0
Permanent Teacher (salary position)	0.00	$0
BRS (salary position)		$0
Special Ed, Psych, Soc Worker, OT/PT (salary position)		$0
Teacher Hourly		
Extended Contract		
Sub Teacher Salary		
SEA		$0
EA		$0
Custodial		$0
Security		$0
Other (EA, SEA, LTE, etc.)		
Purchased Services/Support		$180,000
Supplies & Materials (Instructional/Audio Visual Media, etc.)		$5,000
Equipment:		
Technology (desktops, laptops, netbooks, printers, etc.)		
Other		
TOTAL:	**0.00**	**$185,000**

Chapter 3, #11: Comprehensive Diversity Training for All Staff

MMSD will implement comprehensive diversity training for all staff and accountability around fidelity of implementation of practices. The district will collaborate with local and national partners to create the conceptual framework for the training and a training plan that are aligned with current theory and practice around teaching and leading for diversity, equity, and social justice.

Aligned to District Priorities
#2 Behavior
#4 Achievement

Primary Contacts:

Susan Abplanalp and Kim Ott

Action Steps

- Build a network of trainers

- Hire 2.0 FTE Instructional Resource Teachers for Cultural Relevance to work as part of a team

- Schools and departments re-launch Equity Teams

- Coordinate 3-5 day training for participants in Leadership Cadre

- Required introductory Culturally and Linguistically Responsive (CLR) workshop for instructional staff

Objectives

Objectives and annual progress will be established once hiring is complete.

Program staff will track other measures internally on a regular basis using Infinite Campus and Data Dashboard. They may also use satisfaction surveys.

Chapter 3, #11: Comprehensive Diversity Training for All Staff

Progress indicators are currently being developed and refined. They may include measures related to professional development, surveys, equity reports, and Fidelity of Implementation walkthroughs.

TBD

Chapter 3, #11: Comprehensive Diversity Training for All Staff

2012-13 Approved Budget

#11 - Implement comprehensive diversity training for all staff and Promising Practices Cohorts

Org. 493: Equity and Parent Involvement	2012-13 Proposed FTE	Proposed BUDGET
Salary & Benefits:		
Administrative		$0
Clerical		$0
Non Union Professional (coordinator)		$0
Permanent Teacher (salary position)	2.00	$149,854
BRS (salary position)		$0
Special Ed, Psych, Soc Worker, OT/PT (salary position)		$0
Teacher Hourly		
Extended Contract *(Staff summer hours)*		$90,000
Sub Teacher Salary		
SEA		$0
EA		$0
Custodial		$0
Security		$0
Other (EA, SEA, LTE, etc.)		
Purchased Services/Support		$30,000
Supplies & Materials (Instructional/Audio Visual Media, etc.)		
Equipment:		
Technology (desktops, laptops, netbooks, printers, etc.)		
Other		
TOTAL:	**2.00**	**$269,854**

Prepared by Bo McCready and Beth Vaade, MMSD Research & Program Evaluation Office, April 2013.

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Chapter 3, #12: Create CPR Model School

MMSD will develop two Cultural Practices that are Relevant (CPR) Model Schools, Mendota and Falk. Mendota had 71% minority students (including 49% African-American students) and Falk had 76% minority students (including 43% African-American students) in 2011-12. The model schools' combination of culturally responsive instruction, high expectations for achievement, early and extended learning, character development, and strong community partnerships will comprise an incubator for important elements of district instructional improvement efforts as well as the creation of an integrated continuum of cradle-to-college and career services across the community. Through the model schools, all MMSD staff will have the opportunity to see how these practices impact and motivate students to become academically and socially engaged learners. This will increase traction and momentum for replicating best practices across sites.

Aligned to District Priorities
#1 Attendance
#2 Behavior
#4 Achievement

Primary Contacts:

Susan Abplanalp and Kim Ott

Action Steps

In the 2012-13 planning year, MMSD will focus on:

- Coordinating meetings with the four CPR schools and Parent Liaisons to collaborate on vision, non-negotiables, clarity of practices, and professional development

- Recommend identified model schools (Mendota and Falk Elementary)

- Establishing PD needs, interest of teachers, and materials needed for success

- Establishing timelines and communicating to stakeholders

Objectives

Since 2012-13 is scheduled to be the planning year for the CPR Model School, objectives have not yet been established. Baseline data from 2011-12 will be used to set annual progress and objectives during the 2012-13 school year.

Program staff track other measures internally on a regular basis using Infinite Campus and Data Dashboard. In addition to the progress indicators, staff will also use the Gallup student and staff surveys to understand issues of culture and climate.

Chapter 3, #12: Create CPR Model School

Data below reflects the 2011-12 school year. WKCE proficiency levels are aligned to NAEP proficiency levels. Mendota and Falk Elementary were selected as the CPR Model Schools. Data for these two schools is presented in aggregate below.

WKCE Proficiency
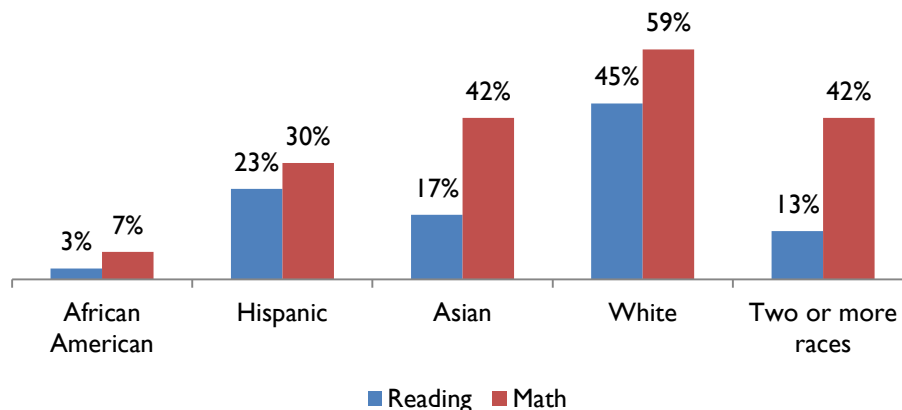
Math proficiency rates are higher than reading proficiency rates across all ethnic groups. White students have the highest proficiency rates by a large margin on both tests.
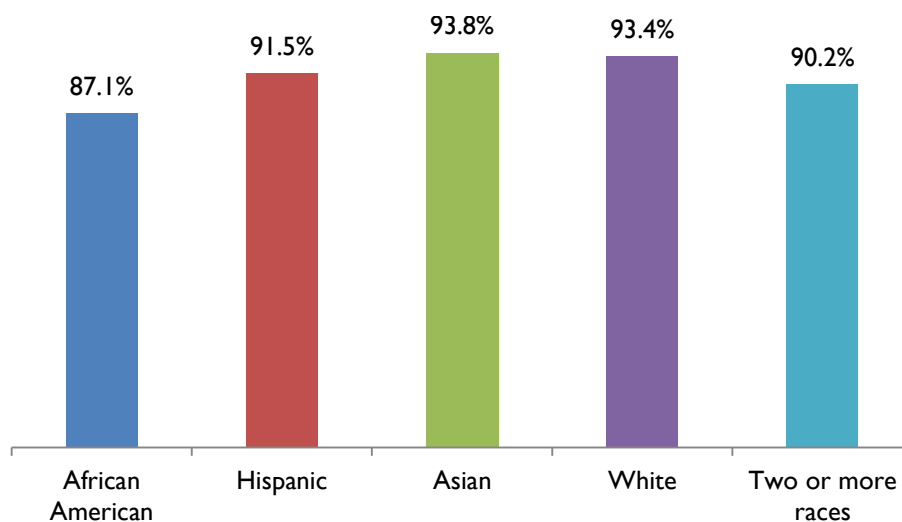
Attendance

African-American students have the lowest attendance at the two schools under consideration. The attendance gap between African-American and White students at these schools corresponds to about 11 school days each year.

Chapter 3, #12: Create CPR Model School (cont.)

Data below reflects the 2011-12 school year. Mendota and Falk Elementary were selected as the CPR Model Schools. Data for these two schools is presented in aggregate below.

Suspensions
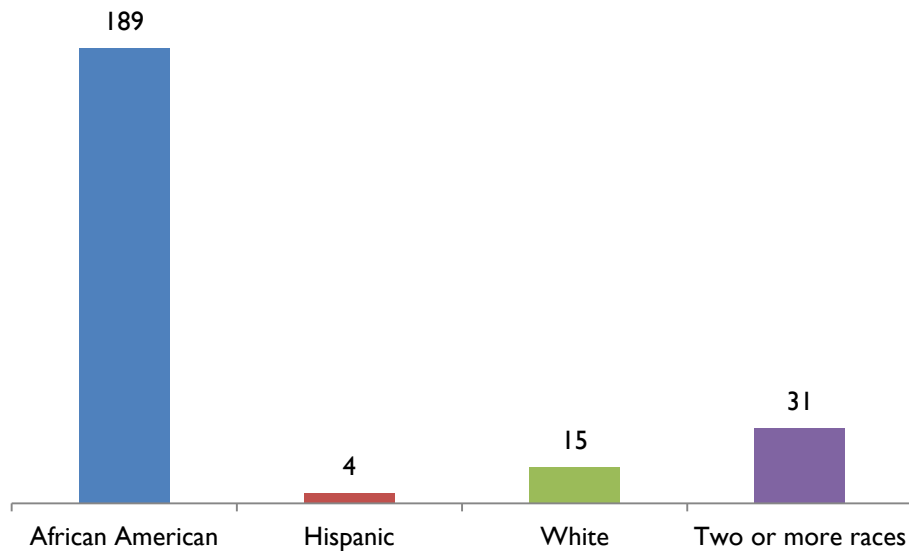
Suspensions at the two schools under consideration during the 2011-12 school year were much higher for African-American students than for any other ethnic group.

Chapter 3, #12: Create CPR Model School

2012-13 Approved Budget

Specific funds were not allocated for this initiative for the 2012-13 planning year.

Chapter 3, #13: Integrate Cultural Relevance in Professional Development

One FTE professional development position and 0.5 FTE educational assistant position will be created to oversee the integration of cultural relevance training into other district professional development and will support research-based practices to develop expertise in cultural relevance work across systems.

Aligned to **District Priorities**
#1 Attendance
#2 Behavior
#4 Achievement

Primary Contacts:

Susan Abplanalp and Kim Ott

Action Steps
• 2012-13— hire PD positions • 2013-14—continue cycle of needs assessment, goal setting, and reflective implementation

Objectives
Objectives and annual progress will be established once hiring is complete.

Program staff track other measures internally on a regular basis using Infinite Campus and Data Dashboard. They may also use satisfaction surveys.

Chapter 3, #13: Integrate Cultural Relevance in Professional Development

Progress indicators are currently being developed and refined.

TBD

Chapter 3, #13: Integrate Cultural Relevance in Professional Development

2012-13 Approved Budget

#13 - Integrate Cultural Relevance into District-wide Professional Development

Org. 493: Equity and Parent Involvement	Proposed FTE	Proposed BUDGET
Salary & Benefits:		
Administrative		$0
Clerical		$0
Non Union Professional (coordinator)		$0
Permanent Teacher (salary position)	1.00	$74,927
BRS (salary position)		$0
Special Ed, Psych, Soc Worker, OT/PT (salary position)		$0
Teacher Hourly		
Extended Contract		
Sub Teacher Salary		
SEA		$0
EA	0.50	$23,686
Custodial		$0
Security		$0
Other (EA, SEA, LTE, etc.)		
Purchased Services/Support		
Supplies & Materials (Instructional/Audio Visual Media, etc.)		
Equipment:		
Technology (desktops, laptops, netbooks, printers, etc.)		
Other		
TOTAL:	**1.50**	**$98,613**

(column header year reads "20012-13")

Prepared by Bo McCready and Beth Vaade, MMSD Research & Program Evaluation Office, April 2013.

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Chapter 4, #14: Support Social, Emotional, & Behavioral Development of All

Behavior Education Assistants work both proactively and responsively with students who need support to increase positive behavior in school. The BEAs work with students to process behavior events with a focus on accepting responsibility for one's actions, repairing any harm done, and returning as quickly as possible to the learning environment.

Elementary schools with an average of 6-9 referrals per day in 2011-12 were allocated a full-time BEA. These include Mendota, Leopold, Falk, Schenk, and Hawthorne. Schools with 3-5 referrals per day in 2011-12 were allocated a half-time BEA. These include Gompers, Allis, Crestwood, Lakeview, Lindbergh, Lowell, Elvehjem, Muir, Olson, Orchard Ridge, Stephens, and Thoreau.

The availability of BEAs will increase the amount of time that principals spend in classrooms rather than dealing with low-level disciplinary issues. The use of BEAs will also increase the amount of time that psychologists and social workers have available to implement interventions for students with significant behavior and mental health needs.

Aligned to District Priorities
#2 Behavior

Primary Contact:

Nancy Yoder

Action Steps

- Hire BEAs for targeted schools

- Principals receive quarterly updates from PBS External Coaches relative to the content of monthly PD sessions for BEAs and will have the opportunity to share PD needs that they see

- BEAs attend monthly PD sessions provided by central office PBS External Coaches

Objective

1. Reduce office discipline referrals by 30% at targeted schools by 2014-15.

	Annual Progress		Objective
	2012-13	*2013-14*	*2014-15*
African American	7366	6547	**5729**
Hispanic	1017	904	**791**
Asian	178	158	**139**
White	1737	1544	**1351**
Two or more races	1774	1577	**1380**
Total	12072	10730	**9390**

Program staff track other measures internally on a regular basis using Infinite Campus and Data Dashboard. A mid-year survey to all participating principals will also identify areas for improvement. Results are available upon request.

Prepared by Bo McCready and Beth Vaade, MMSD Research & Program Evaluation Office, April 2013.

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Chapter 4, #14: Behavior Education Assistants

Targeted schools are Allis, Crestwood, Elvehjem, Falk, Gompers, Hawthorne, Lake View, Leopold, Lindbergh, Lowell, Mendota, Muir, Olson, Orchard Ridge, Schenk, Stephens, and Thoreau. Data below reflects only these schools.

Office Discipline Referrals at Targeted Schools

	African American	Hispanic	Asian	White	Two or more races	Total
2011-12	7932	1091	224	1867	1892	13038
2010-11	7338	1171	162	1535	1536	11758

For this Progress Indicator, we present only two years of history. At the elementary school level, systematic tracking of behavior events was inconsistent prior to the 2010-11 academic year, so data from before 2010-11 is not comparable to current data.

Office discipline referrals increased at targeted schools from 2010-11 to 2011-12. However, it is uncertain whether this reflects an increase in negative behaviors at these schools or increased fidelity of discipline referral tracking.

Prepared by Bo McCready and Beth Vaade, MMSD Research & Program Evaluation Office, April 2013.

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Chapter 4, #14—Behavior Education Assistants

2012-13 Approved Budget

#14 - Support the social, emotional, and behavioral development of all students	2012-13	
Org. 802: Student Services Operations	**Proposed FTE**	**Proposed BUDGET**
Salary & Benefits:		
Administrative		$0
Clerical		$0
Non Union Professional (coordinator)		$0
Permanent Teacher (salary position)		$0
BRS (salary position)		$0
Special Ed, Psych, Soc Worker, OT/PT (salary position)		$0
Teacher Hourly		
Extended Contract		
Sub Teacher Salary		
SEA		$0
EA	11.00	$521,095
Custodial		$0
Security		$0
Other (EA, SEA, LTE, etc.)		
Purchased Services/Support		$0
Supplies & Materials (Instructional/Audio Visual Media, etc.)		$0
Equipment:		
Technology (desktops, laptops, netbooks, printers, etc.)		
Other		
TOTAL:	**11.00**	**$521,095**

Chapter 4, #15: Increase Options for Restorative Practices

The use of Restorative Practices provides an alternative approach to addressing issues of student behavior rather than traditional strategies such as suspension and expulsion. The restorative approach focuses on accountability for one's actions and working with others to repair any harm caused by those actions. Students trained as Restorative Practices Circlekeepers lead Restorative Circles designed to understand the root causes of problems and create solutions that everyone can agree on. Circles are used for many purposes, including student discipline, conflict resolution, and the celebration of accomplishments.

| Aligned to District Priorities |
| :---: |
| **#1 Attendance** |
| **#2 Behavior** |

Primary Contact:

Action Steps

- Work with school principals, student services staff, engagement coordinators, and PBS coaches to develop program plan for implementation at targeted schools during the second semester of the 2012-13 school year

- Contract with YWCA to provide Restorative Practices training for students and staff

- Revise Student Conduct and Discipline Plan and Code of Conduct to increase Restorative Practices options by March 2014

- Meet with principals quarterly to engage in problem solving about implementation plans

Objectives

1. Reduce the total number of suspensions at targeted schools by 30% by 2014-15

	Annual Progress		Objective
	2012-13	*2013-14*	*2014-15*
All Students	1558	1385	**1212**

2. Decrease racial disproportionality of suspensions for African American students by 18% by 2017-18

2011-12   2017-18
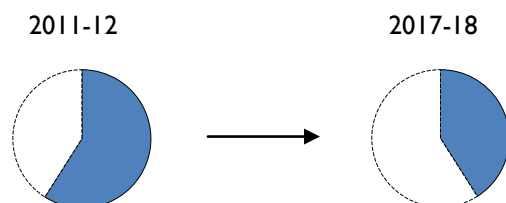
Chapter 4, #15: Increase Options for Restorative Practices

Data below pertains to the 2011-12 school year. Targeted schools are Blackhawk, East, La Follette, O'Keeffe, Sennett, Sherman, and Whitehorse. Suspensions presented below are only out of school suspensions. Demographics are based on student counts on the third Friday in September. MMSD began tracking the "Two or more races" racial category during the 2010-11 school year.

Suspensions at Targeted Schools

|	African American	Hispanic	Asian	White	Two or more races	Total
2011-12	1013	172	18	331	189	1731
2010-11	1272	158	24	389	164	2010
2009-10	1240	134	22	424		1837
2008-09	1192	159	15	438		1817
2007-08	1460	259	38	571		2345

Overall, suspensions at targeted schools have declined since 2007-08. Schools assigned more than half of suspensions to African-American students and more than 80% to students of color.
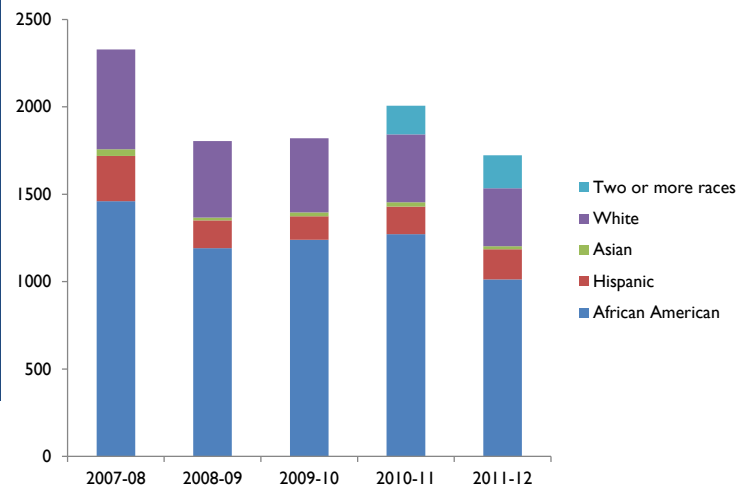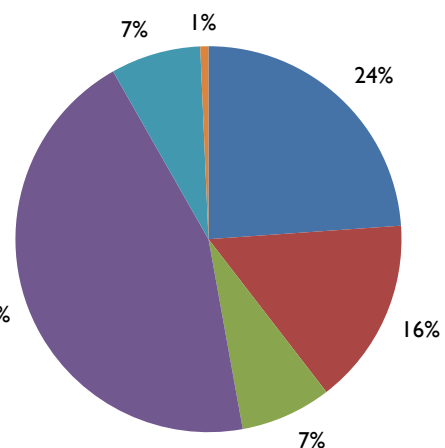

Demographic Disproportionality in Suspensions at Targeted Schools

Share of Suspensions at Targeted Schools
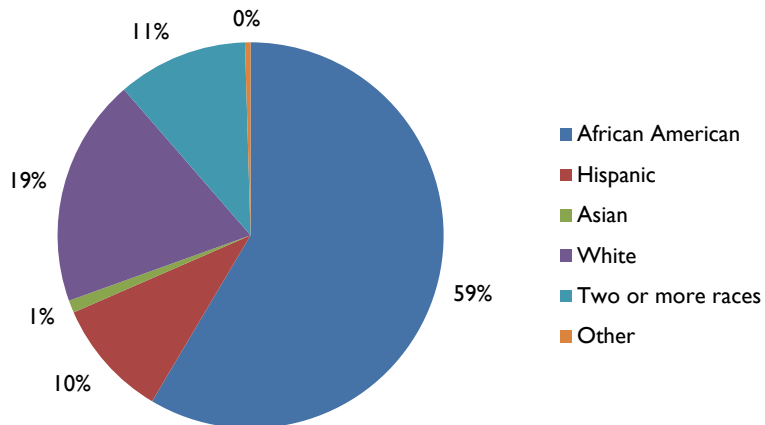
Targeted Schools Demographics (Goal)

During the 2011-12 school year, approximately 45% of students at targeted schools were white, but white students received only 19% of suspensions. Approximately 24% of students were African American, but African American students received 59% of suspensions.

Chapter 4, #15: Increase Options for Restorative Practices

2012-13 Approved Budget

#15: Increase Options for Restorative Practices in MMSD Student Conduct and Discipline Plan		
	2012-13	
Org. 802: Student Services Operations	**Proposed FTE**	**Proposed BUDGET**
Salary & Benefits:		
Administrative		$0
Clerical		$0
Non Union Professional (coordinator)	1.60	$139,279
Permanent Teacher (salary position)		$0
BRS (salary position)		$0
Special Ed, Psych, Soc Worker, OT/PT (salary position)		$0
Teacher Hourly		
Extended Contract		
Sub Teacher Salary		$22,141
SEA		$0
EA		$0
Custodial		$0
Security		$0
Other (EA, SEA, LTE, etc.)		
Purchased Services/Support		
Supplies & Materials (Instructional/Audio Visual Media, etc.)		$3,000
Equipment:		
Technology (desktops, laptops, netbooks, printers, etc.)		
Other		
TOTAL:	**1.60**	**$164,420**

Prepared by Bo McCready and Beth Vaade, MMSD Research & Program Evaluation Office, April 2013.

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Chapter 5, #16: Family Engagement Program

To improve family engagement, MMSD will provide parent liaisons and IRTs for Family Engagement, as well as develop community schools in all four attendance areas to focus on advocacy, communication, parent input, and topics of interest. MMSD also will develop a Parent University program to educate parents and school staff on racial issues including disproportionality of school failure, delinquency, and special education identification. Parent liaisons and IRTs will work collaboratively with Parent Task Forces to explore district-wide strategies to increase parent advocacy, family engagement, and student achievement. Resulting data and information will be used to help develop the district's Comprehensive Family Engagement Program.

The four community schools are Mendota (71% students of color in 2011-12), Leopold, (75% students of color), Falk (76% students of color), and Glendale (76% students of color).

Aligned to
District Priorities
#1 Attendance
#2 Behavior
#4 Achievement

Primary Contacts:

Susan Abplanalp and Kim Ott

Action Steps

- Recruit, hire, and train parent liaisons for community schools
- Hire clerical and technical support staff and IRTs for Cultural Relevance
- Develop Parent University framework
- Develop Parent Task Forces

Objectives

The process to set objectives and annual progress measures is underway.

Program staff track other measures internally on a regular basis using Infinite Campus and Data Dashboard. Additional measures may include focus groups, surveys, and participation rates.

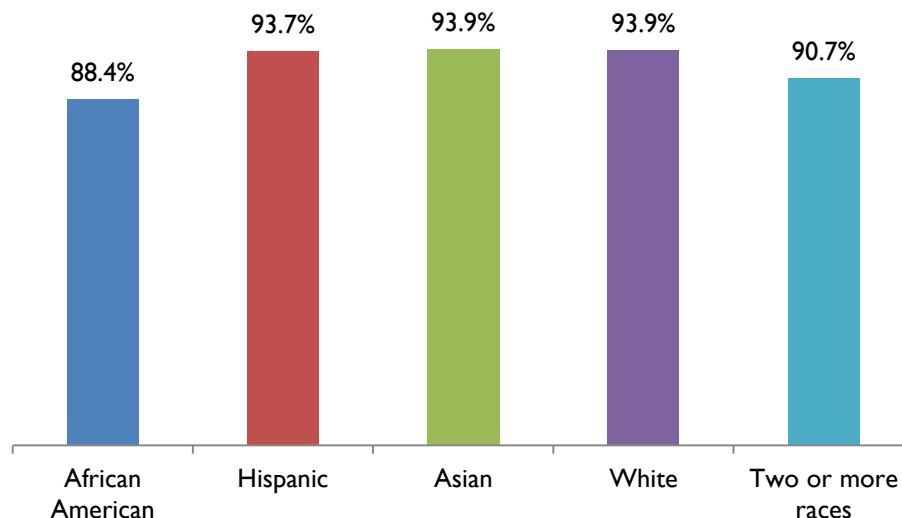# Chapter 5, #16: Family Engagement Program

Data below reflects the 2011-12 school year. WKCE proficiency levels are aligned to NAEP proficiency levels. Data reflects all four community schools (Leopold, Falk, Glendale, and Mendota) aggregated.

WKCE Proficiency
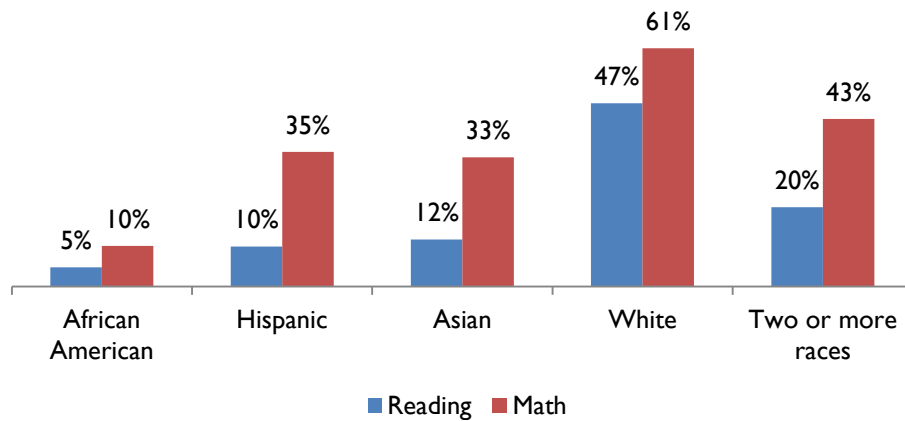
Math proficiency rates are higher than reading proficiency rates across all ethnic groups. White students have the highest proficiency rates by a large margin on both tests.

Attendance

African-American students have the lowest attendance at the four community schools. The attendance gap between African-American and White students at these schools corresponds to about 10 school days each year.

Chapter 5, #16: Family Engagement Program (cont.)

Data below reflects the 2011-12 school year. Data reflects all four community schools (Leopold, Falk, Glendale, and Mendota) aggregated.

Out of School Suspensions
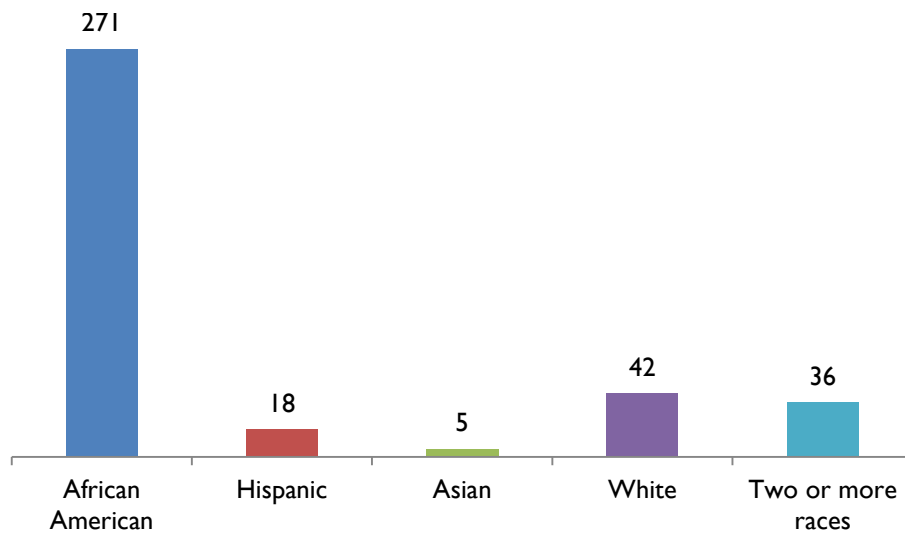
Suspensions at the four community schools during the 2011-12 school year were much higher for African-American students than for any other ethnic group.

Chapter 5, #16: Family Engagement Program

2012-13 Approved Budget

#16 - Implement a comprehensive family engagement program and provide parent liaisons (shape in Parent Empowerment - with Social Workers)	2012-13	
Org. 493: Equity and Parent Involvement	**Proposed FTE**	**Proposed BUDGET**
Salary & Benefits:		
Administrative		$0
Clerical	0.75	$52,868
Non Union Professional (coordinator)		$0
Permanent Teacher (salary position)	2.00	$149,854
BRS (salary position)	1.00	$64,287
Special Ed, Psych, Soc Worker, OT/PT (salary position)	0.50	$41,523
Teacher Hourly		
Extended Contract		$40,000
Sub Teacher Salary		
SEA		$0
Parent Liaison	4.00	$218,376
Custodial		$0
Security		$0
Other (EA, SEA, LTE, etc.)		
Purchased Services/Support		
Supplies & Materials (Instructional/Audio Visual Media, etc.)		$81,000
Equipment:		
Technology (desktops, laptops, netbooks, printers, etc.)		
Other		$0
TOTAL:	**8.25**	**$647,908**

Prepared by Bo McCready and Beth Vaade, MMSD Research & Program Evaluation Office, April 2013.

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Chapter 6, #17: Recruit, Select, and Retain a Diverse Workforce

A workforce that more closely matches the racial, ethnic, and cultural diversity of the MMSD student population will bring important perspectives and insights to organizational decisions and to students' daily experiences. To that end, MMSD looks to hire one full-time position dedicated to recruitment of staff in underrepresented areas. MMSD will focus diversity hiring for front-line positions, such as teachers and clerical/technical staff, since those positions have the most interaction with students and families. In addition to recruitment, programs like the *Grow Our Own Staff to Teachers Program* will provide tuition and mentoring support to selected staff who enroll in the program to become a certified teacher. In exchange, participants will commit to teaching for at least three full years in the District following completion of certification.

Aligned to District Priorities
#1 Attendance
#2 Behavior
#4 Achievement

Primary Contacts:

Bob Nadler

Action Steps

- Hire one FTE to focus on recruitment of staff in underrepresented areas

- Determine annual hiring goals

- Develop a recruiting plan and three *Grow Our Own* programs

- Make changes to hiring and evaluation infrastructure

- Develop an annual hiring report

Objectives

1. Have the minority composition of teachers and clerical/technical workers mirror or exceed the market availability for those job groups.

	Annual Progress		Objective
	2012-13	*2013-14*	*2014-15*
Teachers	11.2%	11.9%	12.5%
Clerical/Technical	7.5%	9.3%	11.1%

2. Use the *Grow Our Own* program to recruit, select, and retain a diverse workforce.

|	Annual Progress		Objective
	2012-13	*2013-14*	*2014-15*
# Accepted in Program	9	TBD	TBD
# Continuing Coursework	N/A	TBD	TBD
# Graduated	N/A	TBD	TBD
Years Worked in District	N/A	TBD	TBD

Human Resources and other administrative staff track other measures internally on a regular basis. More comprehensive data on recruitment and hiring is available in the *Recruitment Plan for Increasing Staff Diversity & Achieving District Hiring Needs*, presented to the Board on February 25, 2013.

Chapter 6, #17: Diverse Workforce

The following data presents information on minority representation in the MMSD workforce. Workforce data is calculated in November for each school year; as such, figures calculated in November 2011 would apply to the 2011-12 school year.

Diverse Workforce
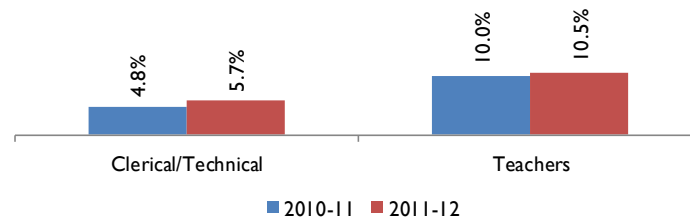
This graph shows the percentage of MMSD clerical/technical staff and teachers who are racial/ethnic minorities. The percentages increased between 2010-11 and 2011-12 for both groups, although minority clerical/technical workers make up a smaller percentage of their job class than minority teachers.

Grow Our Own

Data will be available for next year's report.

Chapter 6, #17: Recruit, Select, and Retain a Diverse Workforce

2012-13 Approved Budget

#17 - Recruiting, Selecting, and Retaining a Diverse Workforce and "Grow Our Own Staff" Programs	2012-13	
Org. 621: Employment Operations	**Proposed FTE**	**Proposed BUDGET**
Salary & Benefits:		
Administrative		$0
Clerical		$0
Non Union Professional (coordinator)	1.00	$87,050
Permanent Teacher (salary position)		$0
BRS (salary position)		$0
Special Ed, Psych, Soc Worker, OT/PT (salary position)		$0
Teacher Hourly		
Extended Contract		
Sub Teacher Salary		
SEA		$0
EA		$0
Custodial		$0
Security		$0
Other (EA, SEA, LTE, etc.)		
Purchased Services/Support		$45,000
Supplies & Materials (Instructional/Audio Visual Media, etc.)		
Equipment:		
Technology (desktops, laptops, netbooks, printers, etc.)		$5,000
Other		
TOTAL:	**1.00**	**$137,050**

Prepared by Bo McCready and Beth Vaade, MMSD Research & Program Evaluation Office, April 2013.

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