

MILWAUKEE BOARD OF SCHOOL DIRECTORS



**COMMITTEE ON INNOVATION/SCHOOL REFORM
6:30 P.M., TUESDAY, NOVEMBER 10, 2009**

AGENDA (Advance Copy)

Central Services Building Auditorium – 5225 West Vliet Street
Milwaukee, Wisconsin

BOARD OF SCHOOL DIRECTORS

Michael Bonds, President		
Peter Blewett, Vice President		
Terry Falk	Tim Petersons	David Voeltner
Larry Miller	Jeff Spence	Annie Woodward
Bruce Thompson		

Innovation/School Reform Committee:
Directors Miller, Chair; Falk, Vice Chair;
Thompson; Voeltner; Petersons

William G. Andrekopoulos
Superintendent of Schools

Lynne A. Sobczak
Board Clerk



MISSION STATEMENT

Milwaukee Public Schools educates all students for success in higher education, careers and responsible citizenship so that MPS is the first choice for families.

VISION STATEMENT

Milwaukee Public Schools will be among the highest-performing urban public school districts in the country, providing rigorous, high-quality learning opportunities for students. Schools will enable lifelong learning among students, families, educators and other staff focused on continuous improvement. Teaching will be child-centered, based on research-proven methods, and aligned to high academic standards; it will meet the learning needs of individual students. The district, its schools, and its employees will be accountable for measurable gains in student achievement.

Schools will be safe centers of community activity that are welcoming, well maintained, and accessible. Children will be provided maximum educational opportunities to become responsible citizens who make positive contributions to their communities. The district and its schools will strengthen partnerships with families and those in the community who influence and affect students and families.

CORE BELIEFS

- Children come first.
- The classroom is the most important place in the district.
- Leadership and accountability are keys to our success.
- Central Services supports student achievement.
- Families are valuable partners.
- Community partnerships add value.

Adopted July 26, 2007

ORDER OF BUSINESS

COMMITTEE ON INNOVATION/SCHOOL REFORM 6:30 PM, TUESDAY, NOVEMBER 10, 2009

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(ITEM 1) ACTION ON RESOLUTION 0708R-006 BY DIRECTOR BONDS TO ESTABLISH A MULTI-CULTURAL EARLY CHILDHOOD AND MONTESSORI SCHOOL AND ON A RECOMMENDATION TO CREATE A NEW MONTESSORI EDUCATIONAL PROGRAM AT GARDEN HOMES ELEMENTARY SCHOOL

This item initiated by the Administration

BACKGROUND

At its meeting on May 31, 2007, the Board referred Resolution 0708R-006 by Director Bonds to the Committee on Innovation/School Reform:

WHEREAS, Research continues to show that early childhood education is a key factor in the future success of students; and

WHEREAS, High-quality early childhood education helps prepare young children to succeed in school and become better citizens, and as such, they earn more, pay more taxes and commit fewer crimes; and

WHEREAS, Access to available and affordable choices in early childhood learning programs helps working parents fulfill their responsibilities; and

WHEREAS, There appears to be a continual need in the proposed area for such programs, as there are few high-quality early childhood programs or licensed childcare providers located in the area; and

WHEREAS, Failing to invest sufficiently in high-quality early care and education shortchanges taxpayers because the return on investment is greater than that of many other economic-development options; and

WHEREAS, Funding for the proposed programs may be attained through the Wisconsin Department of Public Instruction (DPI), which provides 0.6 funding for 4-year-old students; the MPS Head Start Program, which provides 100% funding for such programs, although limited to 1,000 students, in MPS; and the State of Wisconsin via the Wisconsin Shares childcare subsidy, along with funding from MPS through sources used for textbooks, recreation, and options available to new schools; now, therefore, be it

RESOLVED, That the Milwaukee Board of School Directors instruct the Administration to established a Multi-Cultural Early Childhood and Montessori School; and be it

FURTHER RESOLVED, The program be developed with the following components:

- A 3-5-year-old class, to be located on the first floor of the school along with a licensed childcare service provided within the facility;
- 1st- through 3rd-grade classes to be housed on the second floor of the school; and
- 4th- through 8th-grade Montessori classes to be located on the 3rd floor or top level of the school; and be it

FURTHER RESOLVED, That the school be a city-wide specialty school, with at least 50% of the seats in the program to be reserved for students in the school's attendance area, who will be given first priority for attending the program; and be it

FURTHER RESOLVED That the curriculum in the early childhood program include a strong multi-cultural focus in the staffing, textbooks, and other materials used in the classroom to reflect the diverse student population being served (African American, Latinos, Caucasians, Asian Americans, etc.); and be it

FURTHER RESOLVED, That the Board reopen the building located at 4310 N. 16th Street, the former Emanuel Phillip Elementary School building, to house this program; and be it

FURTHER RESOLVED, That the building be renamed the Mary Church Terrell Multi-Cultural Early Childhood and Montessori School after Mary Church Terrell (1863-1954), an early childhood pioneer who dedicated her life to the education of children and believed that "educating young children would build the foundation for future generations"; and be it

FURTHER RESOLVED, That a plan for implementation be brought back to the Board for approval not later than November 2007 for the school to open in the 2008-2009 school year, pending information presented in the community assessment report for 2007.

ADMINISTRATION'S ANALYSIS

1. The Montessori approach to learning addresses multi-cultural aspects of the curriculum by allowing the student to explore the interconnected characteristics of the human condition. The student is able to experience cultures past and present, focusing on the similarities through the "fundamental needs of humans," and thereby gains an appreciation of cultures other than his or her own. Through in-depth studies, the student, at the various grade levels, is able to explore his or her own culture and compare it with others. Through these Montessori experiences, the student gains an appreciation of the past and a sense of responsibility.
2. Even though the district has expanded Montessori programs, waiting lists continue. As more parents become aware of the Montessori programs, more parents request these programs for their children. Fernwood, Craig, and Maryland Montessori schools generated wait lists at the early childhood entry level for the January 2009 enrollment period. In addition, MacDowell and Kosciuszko Montessori schools exceeded their projected fall enrollments and have local wait lists.
3. The Montessori programs are currently meeting high standards. They are making adequate yearly progress (AYP) and are showing high attainment yearly on the state tests. The stability rate for all the Montessori schools averages 87%, and the attendance rate averages 95%, both well above district totals.
4. The district's Montessori schools and programs serve a diverse population of 2,101 students: 47.5% of the students are African-American; 28% are white; 14% are Hispanic; 4% are Asian; 1% are American Indian; and the remaining 5.5% are identified as "other."
5. In September of 2009, at the request of the Administration, the University of Wisconsin-Milwaukee's Employment and Training Institute analyzed population patterns in the neighborhood near Philipp School. The analysis showed that:
 - a. 271 public school students live in the former Philipp attendance area; 876 public school students lived in the former Garden Homes attendance area prior to Philipp's closing after the 2005-06 school year;

- b. 1,147 public school students reside in the former Philipp *and* Garden Homes attendance areas;
 - c. 398 students reside in the Philipp and Garden Homes areas *and* attend private schools.
6. The Philipp building has been designated as a historic building. This means that any proposed exterior modifications requiring a building permit need to be reviewed and approved by the City of Milwaukee's Historic Preservation Commission or its staff.
 7. Closing Philipp after the 2005-06 school year allowed the district to redistribute to other schools \$343,747 annually in operational savings. To reopen Philipp would have a negative impact on other schools' budgets. The district's *Working Together, Achieving More* Strategic Plan calls for the district to reduce the annual cost for excess space by \$10 million in three years. The savings from Philipp are part of the \$5.7 million which the district saved in FY09.
 8. After the school closed, the Philipp attendance was attached to Garden Homes Elementary School. The building capacity of Garden Homes is 519. Garden Homes currently has 217 students enrolled.
 9. The Administration analyzed options other than re-opening Philipp to meet the intent of the resolution. One option examined is to begin a Montessori program in the Garden Homes building, 4456 N. Teutonia Ave.
 10. Below is a cost comparison between Garden Homes and Phillip for the proposed Montessori program.

	Garden Homes	Philipp
Building Modifications	\$494,000	\$941,393
Annual Operating Costs (AOC)	\$245,734	\$139,122
Building Square Footage	101,125	57,252
AOC per sq. ft.	\$2.43	\$2.43
Projected Capital Improvements (through FY15)	\$132,865	\$945,451
Subtotal all categories	\$872,599	\$2,025,966
Subtotal without Annual Operating Costs	\$626,865	\$1,886,844

Note: annual operating costs include utilities, building operations staff and supplies, building alarm, and trash/recycling.

11. In order to re-open Philipp in September 2010 for the Montessori program, \$775,747 would be needed. This includes \$636,625 for building modifications and \$245,734 for annual operating costs. Another \$304,768 for building modifications would be necessary in FY11
12. In order to use Garden Homes for a Montessori program, the district would need \$115,450 to have the building ready for Fall 2010. This includes costs for building modifications only. The annual operating costs are already budgeted by the district. Another \$378,550 for building modifications would be necessary to complete the project in FY11.
13. Priority enrollment at Garden Homes would be given to neighborhood students at the K-3 and K-4 entry levels. Once enrolled, children would be assured a stable learning experience by being eligible for busing if they move beyond the walk zone but remained in the bus region.

14. The Garden Homes building currently has enrollment of 217 students in K-4 through grade 5. The building capacity is 519 students.
15. As the traditional program is phased out, the Montessori program will expand. A model of the enrollment growth and staffing needs follows:

Model for a New Montessori School of 440 Students

		Year of Implementation									
		1	2	3	4	5	6	7	8	9	10
Grade Level and Number of Students	K3	80	70	60	50	55	55	55	55	55	55
	K4	80	70	65	50	50	50	50	50	50	50
	K5		70	65	55	50	50	50	50	50	50
	1			60	60	50	47	45	45	45	46
	2				55	55	47	44	42	42	42
	3					50	50	43	41	39	39
	4						47	45	39	36	36
	5							44	41	34	33
	6								40	36	31
	7									35	31
	8										31
	Total	160	210	250	270	310	336	376	392	395	440
# of Teachers	4	7	6/3	5/4	5/5	5/5/2	5/4/3	5/4/4	5/4/4/1	5/4/3/2	

16. The district has an early childhood contracted Montessori program, with a one-year contract, one-third of a mile away from Garden Homes Elementary School.
17. The proposed Montessori program would have a childcare facility within the building. The Montessori primary class structure is half-day K-3 and K-4. The childcare facility would allow for full-day programming for these students, providing a safe and secure learning environment. Additionally, all families will be offered before- and after-school childcare. Due to the childcare facility's being housed in the building, classroom space would be needed for this program, resulting in projected capacity at 440 students.
18. Funding will be needed for Montessori materials. Approximately \$420,000 in Montessori materials would be needed over the first six years. These materials will be part of the textbook/instructional materials account in FY11 for \$120,000 and the other indicated amounts in the subsequent fiscal years.

Year 1.....	\$120,000
Year 2.....	\$75,000
Year 3.....	\$75,000
Year 4.....	\$30,000
Year 5.....	\$30,000
Year 6.....	\$90,000

STRATEGIC PLAN COMPATIBILITY STATEMENT

19. The Administration's recommendation supports the MPS *Working Together, Achieving More* (WTAM) Strategic Plan.

Goal 6: The district is accountable for measurable results.

WTAM Strategy: The district allocates resources in a fiscally responsible manner to improve academic performance.

WTAM applicable measurable objectives: 65% of spending will be in the categories of instruction and instructional support.

STATUTE, ADMINISTRATIVE POLICY OR BOARD RULES

STATEMENT

- 20. The restructuring of Garden Homes from a traditional school to a Montessori program is consistent with the provisions of Administrative Policy 5.01, Facilities.

FISCAL IMPACT STATEMENT

- 21. This item authorizes expenditures. Building modifications in FY10 are estimated to cost \$115,450, which would be funded through projects savings at other sites and charged to the moves/remodel account in the Construction fund (budget code: FAR00MRPDW ECNCMIS0). The Administration is proposing that the District delay exterior painting projects at Clarke Street School (budget code FAR00MM2CK ECNCPNT0) and/or Project STAY (budget code FAR00MM2PS ECNCPNT0), depending on total funding needed for moves and remodeling related to the Garden Homes and to Bay View/Fritsche matters, which the Administration has submitted to the Board for consideration as separate items. In FY11, an additional \$378,550 would be needed for building modifications at Garden Homes. This would be part of the district’s capital improvements budget.
- 22. For materials, \$420,000 would be needed from the district’s textbook/materials account over the years FY11 through FY16.

IMPLEMENTATION AND ASSESSMENT PLAN

- 22. Upon approval, the Administration will work with the Garden Homes school community to assist with all of the activities required to implement the recommendation.
- 23. In addition, the Administration will revise the Montessori transportation regions for phase-in consistent with the phase-in for the new Montessori school.

ADMINISTRATION’S RECOMMENDATION

The Administration recommends that, in lieu of adopting the Resolution, the Board direct the Administration to establish a new Montessori education program at Garden Homes Elementary School and phase out the traditional education program at Garden Home, beginning with the 2010-2011 school year.

* * * * *

(ITEM 2) ACTION ON A REQUEST TO CLOSE TWENTY-SEVENTH STREET K-8 SCHOOL. EFFECTIVE WITH THE CLOSE OF THE 2009-10 SCHOOL YEAR*This item initiated by the Administration**Attachment, pp. 27-30***BACKGROUND**

1. On May 28, 2009, the Milwaukee Board of School Directors voted to eliminate the Urban Waldorf educational program at Urban Waldorf Elementary School. The Board also voted to add the SAGE program and change the name of the school to its previous name, Twenty-seventh Street School. The Board directed the Administration to bring back a recommendation to the Board in November 2009 regarding a new program focus for the school.
2. The district's Strategic Plan, *Working Together, Achieving More*, includes the measurable objective of reducing by \$10 million in three years the annual operational cost for excess space.
3. Under-enrolled and under-performing schools dilute the impact of district resources. On September 24, 2009, the Superintendent reported to the Milwaukee Board of School Directors that 14 schools that had September 2009 enrollments below 90% of their projections also had academic performance profiles that varied from or were consistently below district average. The Superintendent said that those schools would be reviewed for closure at the end of this school year.
4. Twenty-seventh Street School, 1312 N. 27th Street, was one of the 14. Its academic performance profile was consistently below district average. The Administration is now seeking authorization to close Twenty-seventh Street School at the end of the 2009-10 school year.

ADMINISTRATION'S ANALYSIS

5. The student enrollment data support the request:

<u>Enrollment at the 27th Street Site</u>	
<u>Year</u>	<u>Enrollment</u>
1999	316
2000	308
2001	371
2002	444
2003	480
2004	514
2005	488
2006	458
2007	421
2008	427
2009	334

6. Enrollment at the school declined by 35% over the last six years. The student mobility rate rose from 8.6% in 2007-2008 to 9.3% in 2008-2009. (Mobility is a measure of how many students change schools during the year.) The student stability rate declined from 60.6% in 2007-2008 to 51.6% in 2008-2009. Only half of the student population at Twenty-seventh Street School who should have returned the next year did return. The school had a 20.4% mobility rate in K-5 in 2008-09. The school's attendance rate decreased from 90.7% in 2007-2008 to 84.5% in 2008-2009. See attached mobility, stability, and attendance charts.

7. Twenty-seventh Street K-8 School provides a four-year-old kindergarten through grade-eight educational program. The SAGE program, with a pupil-teacher ratio of 15:1, was implemented in 2009-10 in five-year-old kindergarten through grade three. The official September 2009 enrollment was 334 students, including 62, or 18.6%, with special education needs. Twenty-seventh Street K-8 School is a citywide school without an attendance area. Story K-8, Bethune K-8, Siefert K-5, and Westside K-8 schools have attendance areas surrounding Twenty-seventh Street School. All of these schools had 2009 enrollments below their facilities' capacities. Transportation is currently provided to 279 (83.5%) of Twenty-seventh Street students, at a cost of \$268,066.
8. The Twenty-seventh Street facility is significantly under-used. Based on a building capacity of 768 and a third-Friday enrollment of 334 students, the building is 57% vacant. Closing Twenty-seventh Street School will allow the district to redistribute \$628,400 in operational and administrative savings to schools in FY11.
9. Twenty-seventh Street's enrollment is projected to decline again in 2010-2011 and will not supply enough resources for adequate educational programs.
10. The school's staff turnover was 88% from 2004 to 2009. Of the 63 staff members assigned to the school during that period, 53 are active in the district, nine resigned or retired, and one died. Of the 53 active employees, 30 are assigned to other schools in the district.
11. In 2008-09, Twenty-seventh Street K-8 School was a low-value-added, low-attainment school in elementary and middle-grade reading and elementary mathematics. The school also was a high-value-added, low-attainment school in middle-grade mathematics. In the previous year, the school was a low-value-added, low-attainment school in reading and mathematics at both the elementary and middle-grade levels.
12. The school's test results remained low over a number of years. Less than half of the students are proficient in reading, and less than a third of the students are proficient in mathematics, according to the results of the Wisconsin Knowledge and Comprehension Exam – Criterion Referenced Test (WKCE-CRT).
 - a. Approximately 35.9% of the students scored proficient or better on the 2006-2007 WKCE-CRT, 42.4% were proficient or better on the 2007-2008 assessment, and 33.1% scored proficient or better on the 2008-2009 assessment. Reading scores on the 2008-2009 WKCE-CRT ranged from 22% proficient or better at the fifth-grade level to 48.6% at least proficient at the seventh-grade level.
 - b. Approximately 16.2% of the students scored at least proficient on the 2006-2007 WKCE-CRT assessment, 17.2% scored proficient or better on the 2007-2008 assessment, and 22.1% scored at least proficient on the 2008-2009 assessment. Mathematics scores on the 2008-2009 WKCE-CRT ranged from 9.3% proficient or better at the sixth-grade level to 28.1% at least proficient at the eighth-grade level. See the attached graphs relative to proficiency levels in reading and mathematics.
13. The greatest concerns resulting from recent special education continuous-improvement-focused-monitoring (CIFM) assessments were discipline, attendance, and some procedural issues. The school has been in intensive monitoring for several issues related to special education. Discipline is a concern for special education and non-special education students. The school had a total of 1,230

suspensions recorded for the 2008-09 school year, with 49% of students having at least one suspension. approximately 44% of non-special education students and 64% of special education students had at least one suspension recorded.

14. The school is a National Education Association focus school and has received support through this process and intensive monitoring as a school identified for improvement, level three, in reading and in mathematics. See attachment.
15. The district, the system of support (SOS) core team, the SOS academic support team, and the special needs department have provided support to the school. There was a change in administrative staff for each of the 2008-2009 and 2009-2010 years. The SOS core team conducted learning walks, held team meetings, and made school visits. The SOS academic support team conducted reading and mathematics professional development workshops with the staff. The special needs department gave additional language and unique reading and math programs. The school also has reading and mathematics support with a full-time math teacher leader, a Read 180 lab, and a full-time curriculum generalist. Additional support also is given because the school is an NEA school.
16. Letters went home to Twenty-seventh Street K-8 School's parents/guardians during the week of November 2, 2009, regarding the proposed closing. Parents and guardians were invited to a school meeting scheduled for November 3, 2009, at 5:30 p.m. at Twenty-seventh Street K-8 School. Five parents attended the meeting and did not object to the proposal to close the school. The administrative specialist met with school staff on November 3, 2009. Staff also did not object to the proposal.
17. Parents and guardians also have been informed of the November 10, 2009, meeting of the Committee on Innovation/School Reform Committee and of the opportunity to provide testimony to the Committee at that time.

STRATEGIC PLAN COMPATIBILITY STATEMENT

18. The Administration's recommendation supports the *MPS Working Together, Achieving More* (WTAM) Strategic Plan.

Goal 6: The district is accountable for measurable results.

WTAM Strategy: The district allocates resources in a fiscally-responsible manner to improve academic performance.

WTAM applicable measureable objectives: 65% of spending will be in the categories of instruction and instructional support. Annual operational cost for excess space will be reduced by \$10 million in three years.

STATUTE, ADMINISTRATIVE POLICY OR BOARD RULES STATEMENT

19. Closing of Twenty-seventh Street K-8 School is consistent with Administrative Policy 5.01(8)(b), Facilities, which states, "The Board shall take action by December 31 on specific schools that will be closed the following school year." The proposed closing also meets the stipulations set forth in Administrative Procedure 5.01(2), Facilities Retirement, as it relates to the closing of a school, building consolidation, and consolidation principles.

FISCAL IMPACT STATEMENT

20. The resulting operational savings from closing Twenty-seventh Street K-8 School will be shared by all schools in the district on a per-pupil basis, beginning with the

FY11 school year. Closing Twenty-seventh Street School will allow the district to redistribute \$628,400 to schools in FY11.

- 21. FY10 moving costs are estimated at \$8,000 and would be funded by project savings in the Construction Fund. Future costs will be budgeted in the appropriate year (budget code: FAR00MRPDW ECNCMIS0).

IMPLEMENTATION AND ASSESSMENT PLAN

- 22. Upon the Board’s approval, the Washington cluster system-of-support team will assist the Twenty-seventh Street school community with all of the activities required to close the school and will identify fall placements for all of the children.
- 23. The Administration will guarantee parents a higher-performing school for the 2010-2011 school year, and the necessary student assignment and transportation adjustments will be made.
- 24. The Administration will work with bargaining units affected to ensure that contractual rights of staff are honored.

ADMINISTRATION’S RECOMMENDATION

The Administration recommends that the Board close Twenty-seventh Street K-8 School, 1312 N. 27th Street, at the end of the 2009-10 school year.

* * * * *

(ITEM 3) UPDATE ON THE BAY VIEW AREA SCHOOL-IMPROVEMENT INITIATIVE (BAY VIEW HIGH SCHOOL AND FRITSCHÉ MIDDLE SCHOOL) AND ACTION ON A REQUEST TO ACCELERATE THE RELOCATION TIMELINE

This item initiated by the Administration

BACKGROUND

1. On Oct. 23, 2008, in response to recommendations from the Bay View Area School Improvement Task Force, the Milwaukee Board of School Directors approved a measure that included the language below.
 - Approve the recommendation of the Bay View Area School Improvement Task Force for Fritsche and Bay View to share the Bay View building through a phased process:
 - a. In the first year (2009-10), grades 6-8 would remain at the Fritsche site, adding 9th grade, and grades 10-12 would remain at the Bay View site but would not take any new 9th-graders.
 - b. In the second year (2010-11), the Fritsche site would add a 10th grade, and the Bay View High School site would not take any new 9th- or 10th-graders.
 - c. In the third year (2011-12), grades 6-12 would move to the Bay View building. The program would have an arts strand and additional AP (advanced placement) courses at the high-school level. Career-themed strands in fields like engineering, architecture and construction, health careers, and arts and communications would be added.
 - Consider 9th- and 10th-graders at the Fritsche site to be students of Bay View for staffing identification and evaluation purposes for the first two years.
2. Since the October 2008 action by the Milwaukee Board of School Directors, an implementation team with representatives from the Fritsche Middle School and Bay View High School communities, with the support of district staff members, has coordinated planning and implementation of the initiative.
3. Fritsche Middle School's official September 2009 enrollment was 652 – 99.24% of the projection. Bay View High School's official September 2009 enrollment was 1,191 – 94.82% of the projection. The 268 incoming Bay View High School ninth-graders are located at the Fritsche facility, 2969 S. Howell Ave. The 131 second-year Bay View High School ninth-graders are located at the Bay View facility, 2751 S. Lenox St.

Grade Level	September Enrollment	
	Fritsche	Bay View
6	185	
7	218	
8	249	
9		376
10		304
11		269
12		242
TOTAL	652	1,191

4. Of the 652 students enrolled at Fritsche Middle School, 58 (8.9%) live in the attendance area, and 594 (91.1%) do not live in the attendance area. Of the middle-school students who live in the Fritsche attendance area and are associated with Milwaukee Public Schools, 58 (14.39%) attend Fritsche, and 345 (85.61%) do not. The term "associated with" means students attend a Milwaukee Public School or a suburban public school under the Chapter 220 or Open Enrollment program.
5. Of the 1,191 students enrolled at Bay View High School, 77 (6.47%) live in the attendance area, and 1,114 (93.53%) do not live in the attendance area. Of the high-school students who live in the Bay View attendance area and are associated with Milwaukee Public Schools, 77 (7.87%) attend Bay View, and 902 (92.13%) do not.

ADMINISTRATION'S ANALYSIS

6. The initial implementation of the Board's October 2008 direction has gone well with the support of staff, students, parents, and district support staff; however, the Fritsche and Bay View administration, with the support of the Fritsche and Bay View school governance councils and district staff, has determined that accelerating the move to the Bay View facility is feasible and recommended. More detailed planning has determined that grades 9 and 10 cannot be fully accommodated at the Fritsche site in 2010-11 and that the accelerated timeline will reduce costs associated with staff and student travel between the two facilities and will foster the high-school identity for students.
7. The sharing of staff and services at the Bay View site during the 2010-11 school year will strengthen the educational programs for both schools and facilitate planning for the expected implementation of a grades 6-12 charter school in Fall 2011. Bay View High School has requested a 2010-11 projected enrollment of 1,200, and Fritsche Middle School has requested a 2010-11 projected enrollment of 555.
8. The Bay View High School facility has been analyzed and has been deemed able, with modifications, to accommodate the combined projected enrollments for 2010-11. Each school will retain its individual school status for the 2010-11 school year, as previously planned, but share the Bay View High School facility.
9. Fritsche Middle School is an instrumentality charter school. The current charter school contract expires in June 2011. Upon approval of the Administration's recommendation, a contract amendment specifying the 2010-11 school year's location at the Bay View facility will be developed and submitted to the Milwaukee Board of School Directors for approval.
10. It is the intent of the implementation team to submit a charter school proposal by the January 5, 2010, MPS deadline to establish a single new charter school, to open in Fall 2011, that will enroll students in grades 6-12 at the Bay View facility and replace Fritsche Middle School and Bay View High School.
11. All students currently enrolled at Fritsche Middle School and Bay View High School who choose to continue at their schools will be accommodated throughout the transition period within the parameters of district enrollment and transportation policies and charter contract provisions.
12. A community informational meeting was held at Bay View High School on Thursday, November 5, 2009, to discuss the recommended accelerated timeline. Attendees at the informational meeting, as well as Bay View and Fritsche parents and staff members, have been informed of the November 10, 2009, meeting of the

Committee on Innovation/School Reform and the opportunity to provide testimony at that time.

13. Fritsche LEAP is an alternative program for over-age at-risk students in grades 6-8. The official September 2009 enrollment was 61 students. A recommendation relative to the status and/or relocation of Fritsche LEAP for the 2010-11 school year will be brought to the Milwaukee Board of School Directors for consideration at a later date.
14. A recommendation relative to the use or closure of the Fritsche facility will be brought to the Milwaukee Board of School Directors for consideration at a later date.

STRATEGIC PLAN COMPATIBILITY STATEMENT

15. The Administration's recommendation supports the MPS *Working Together, Achieving More* (WTAM) Strategic Plan.

Goal 6: The district is accountable for measurable results.

WTAM Strategy: The district allocates resources in a fiscally-responsible manner to improve academic performance.

WTAM applicable measureable objectives: 65% of spending will be in the categories of instruction and instructional support. Annual operational cost for excess space will be reduced by \$10 million in three years.

STATUTE, ADMINISTRATIVE POLICY OR BOARD RULE STATEMENT

16. The recommendation is consistent with the provisions of Administrative Policy 5.01, Facilities, and Administrative Procedure 5.01(2), Facilities Retirement.

FISCAL IMPACT STATEMENT

17. Implementation of the recommendation will result in the more efficient use of district facilities. The Bay View facility will be fully utilized, and the Fritsche facility will be closed or used for another purpose. Potential "school closing" savings that would be distributed to other schools will depend upon the future use of the Fritsche facility. Potential school consolidation savings that would be retained by the new charter school would not be available until the new school is established.
18. Funds to cover the program planning will be charged to the school budgets. FY10 costs of staff packing, unpacking, and moving of furniture, equipment, and supplies from Fritsche to the Bay View site are expected to be about \$60,000. Necessary building modifications at the Bay View site include remodeling of six small rooms to become classrooms, modifying the library to accommodate the middle-school collection and multiple users, and adding sinks to the middle-school-level science classrooms.
19. The total estimated remodeling cost is \$320,000, of which \$155,000 would be funded in FY10. The \$215,000 in FY10 moving and remodeling costs would be funded from deferring projects budgeted in the Construction Fund (budget code: FAR00MRPDW ECNCMIS0). The Administration is proposing that the District delay exterior painting projects at Clarke Street School and/or Project STAY, depending on total funding needed for moves and remodeling related to the Garden Homes and Bay View/Fritsche matters, which the Administration has forward to the Board as separate items for consideration.

IMPLEMENTATION AND ASSESSMENT PLAN

- 20. Upon the Board’s approval of the Administration’s recommendation, the Administration will continue to work with the implementation team, which includes representatives from the Fritsche Middle School and Bay View High School communities. In addition, district staff members will be available to assist the two school communities with all of the activities required to implement the recommendation.
- 21. The implementation team and school communities will collaborate under the leadership of the school principals to plan and implement the recommendation.
- 22. The Administration will work with bargaining units affected to ensure that contractual rights of staff are honored.

ADMINISTRATION’S RECOMMENDATION

The Administration recommends that the Board direct the Administration to:

- 1. accelerate the relocation timeline approved in October 2008 by relocating Fritsche Middle School and Bay View High School grades currently located at the Fritsche facility, 2969 S. Howell Ave., to the Bay View High School facility, 2751 S. Lenox Street, effective with the 2010-11 school year; and
- b. authorize the Administration and the Office of Board Governance to develop a charter school contract amendment to reflect the location at 2751 S. Lenox Street, effective for the 2010-11 school year, the final year of the current charter school contract.

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(ITEM 4) ACTION ON SUGGESTED STRATEGIES FOR IMPROVING THE FISCAL COMPETITIVENESS OF CHARTERING WITH MILWAUKEE PUBLIC SCHOOL

This item initiated by the Administration

BACKGROUND

1. The Wisconsin Charter School Program was created in 1993 to provide research-based, innovative educational opportunities for students. A charter school is a public school that, in accordance with enabling state statute, is exempt from most provisions of Wisconsin Statute Chapters 115 through 121, except as otherwise explicitly provided. In return for increased autonomy from state and local control, charter schools accept and are held to higher standards of accountability.
2. Section 118.40 Stats., the Wisconsin Charter School Law, authorizes the Milwaukee Board of School Directors to establish by contract Milwaukee Public Schools charter schools. Since 1996, Milwaukee Public Schools has offered charter school options within the district. The Board encourages creation of MPS charter schools as vehicles to support improvement of academic achievement of MPS students. MPS has two types of charter:
 - a. **instrumentalities**, which employ MPS staff and are located in MPS buildings; and
 - b. **non-instrumentalities**, which are staffed by non-MPS employees.
3. In Milwaukee, the City of Milwaukee, the University of Wisconsin-Milwaukee (UWM), and the Milwaukee Area Technical College (MATC) may also authorize charter schools. The City charters five schools, UWM charters 11 schools, and MATC does not have any charters. The charters authorized by the City and UWM are commonly referred to as 2R charters, in reference to a section of state statute that creates the authority for their operation.

ADMINISTRATION'S ANALYSIS

4. This year, a major charter school operated by the United Community Center (UCC) discontinued its affiliation with Milwaukee Public Schools and chartered under UWM. This action caused the district to review its attractiveness as a charter authorizer. When charter schools leave MPS, the membership which determines the revenue limit for the district is reduced. At the same time, the state aid that is deducted from MPS is increased. So it is in the district's best financial interest to have the schools charter with MPS rather than with other charter authorizers.
5. The analysis showed that it is financially disadvantageous to MPS when Milwaukee schools charter outside the school district, but fiscally advantageous to the schools. Because MPS functions as the local education authority (LEA) for its charters, and the 2R charters are separate LEAs, the 2R charters receive more federal revenue. Also, the City and UWM charge lower administrative fees than does MPS.
6. In accordance with a memorandum of understanding with the Milwaukee Teachers' Education Association, Milwaukee Public Schools limits to no more than 8% of total enrollment the number of students enrolled in charters and other contracted schools. The number of seats still available under the cap is 1,591 FTEs (full-time-equivalent). If that many students were included in district membership from FY08 through FY10, district modeling shows that the FY10 revenue limit could have been \$17 million more than it actually was.

7. MPS can pursue several strategies to become more attractive to charter schools. These include increasing the per-pupil payment, providing bonus payments for particular levels of quality, reducing the district's administrative fee, providing school facilities at lower-than-market rates, and establishing virtual charter schools. The options are more fully described below.
 - a. Increasing the per-pupil payment
 - (1) Research indicates that lengthening the student day has a positive impact on student achievement. It also increases program costs. Although input-based, rather than outcome-based, in nature, the district could increase the per-pupil charter allocation for those schools that commit to a longer student day. If, for example, the current per-pupil rate of \$7,775 is assumed to cover the state's minimum standard school year of 1,137 hours of instruction for grades 7-12, and a charter school has a school year of 1,251 hours of instruction, then a proportionately increased charter allocation would be \$8,553 per pupil. It would not be necessary or appropriate to agree upon a specific calendar, as charter schools have flexibility in this regard.
 - (2) Another idea being explored in the charter community is a payment-incentive structure that would encourage higher academic achievement. This strategy would require an increased student-performance threshold and establish quality conditions. While it might well reduce the number of qualifying charter schools and benefit high-performing schools with proven track records of student success, this strategy would assist the District in attracting new charter-management organizations that are not currently active in the Milwaukee market. Perhaps schools could be encouraged to gravitate to an outcome-based quality standard as a condition of renewal. This per-pupil amount would need to exceed the time-based per-pupil allocation and could be negotiated collaboratively.
 - (3) In the short run, increasing the per-pupil funding from the Operations Fund reduces money that would otherwise be available to traditional and other contracted schools. In the long run however, the increased revenue limit would benefit the entire district. As a result, the district should limit the maximum per-pupil to something less than the entire revenue limit as determined on a per-pupil basis.
 - b. Reducing the administrative fee

The district could reduce the administrative fee that it charges charter schools to something less than the fees charged by UWM and the City of Milwaukee. Currently MPS's fee is 3%. UWM charges 0.82%, and the City charges 2%. Perhaps a fee scale that is gradually reduced over time would best mirror the district's costs for charter support, as the greatest need for support typically occurs in the first years of a charter.
 - c. Offering below-market real estate
 - (1) One asset that the District could exploit to attract and retain more charters is its real estate. Leasing or ultimately selling district school buildings to schools that charter through the District could increase the District's revenue limit and reduce or eliminate maintenance costs associated with the vacant buildings. To improve affordability, lease

costs could be spread over the life of the charter, with the District to allow the schools to gradually attain financial stability as their enrollments increase.

- (2) The District might also assist its charters by offering financing through land contracts or lease-purchase agreements, again allowing the charter schools to acquire high-quality school buildings on terms that would allow the schools to become financially stable as their enrollments grow.

d. Establishing virtual schools

Since it is unlikely that any of the strategies outlined above will apply to virtual charter schools, continued research into opportunities to become fiscally competitive for virtual charters should continue. The results of this research could be incorporated into the FY11 budget.

STRATEGIC PLAN COMPATIBILITY STATEMENT

8. The Administration's recommendation supports the MPS *Working Together, Achieving More* (WTAM) Strategic Plan.

Goal 6: The district is accountable for measurable results.

WTAM Strategy: The district allocates resources in a fiscally-responsible manner to improve academic performance.

WTAM applicable measureable objectives: 65% of spending will be in the categories of instruction and instructional support.

STATUTE, ADMINISTRATIVE POLICY OR BOARD RULE STATEMENT

9. This item is consistent with Administrative Policy 9.12, Charter Schools, and Administrative Procedures 9.12, Charter School Petitions and Proposals.

FISCAL IMPACT STATEMENT

10. This item does not authorize expenditures.

IMPLEMENTATION AND ASSESSMENT PLAN

11. Upon approval of the Administration's recommendation, the Administration will investigate the payment, administrative fee, and virtual school options outlined above and bring back recommendations as part of the FY11 budget. The Administration will implement the real estate strategies outlined above on a case-by-case basis, as opportunities arise.

ADMINISTRATION'S RECOMMENDATION

The Administration recommends that the Board direct the Administration to pursue the strategies outlined above for inclusion in the FY11 budget and that the real estate strategies be implemented on a case-by-case basis, as opportunities arise.

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(ITEM 5) ACTION ON THE MPS EDUCATION FOR EMPLOYMENT PLAN

This item initiated by the Administration

BACKGROUND

1. Education for employment is one of Wisconsin's 20 school district standards. Referred to as Standard (m), its purpose is to ensure that all students, regardless of career objective, are given the skills, attitudes, and knowledge needed for future employment. It begins as early as kindergarten and is infused throughout the K-12 curriculum. The purpose of Education for Employment programs is to:
 - prepare K-12 pupils for future employment;
 - ensure technological literacy;
 - promote lifelong learning;
 - promote good citizenship;
 - promote cooperation among business, industry, labor, postsecondary schools, and public schools; and
 - establish a role for public schools in the economic development of Wisconsin.
2. Under s. 121.02(o)(m) of PI 26.01, every school board shall provide access to an Education for Employment program approved by the state superintendent. This chapter of the state statutes defines education for employment, describes the process for developing Education for Employment plans, and establishes performance indicators for Education for Employment opportunities.

ADMINISTRATION'S ANALYSIS

3. In the first half of the 20th century, the basic skills considered prerequisites to employment were reading, writing, and arithmetic. Vocational education in high schools had a clear objective: to prepare students for entry-level jobs in occupations that did not require post-secondary education or training. As the century progressed and the world's knowledge base expanded, education became focused on academic progress, and academic and application-based instruction became integrated. But the existence of "two" worlds of adult preparation prevailed.
4. This strategy prevailed for a good part of the last century. High-school graduates could obtain occupations with family-supporting wages. As the information and technology age exponentially grew, however, the skills and knowledge needed for jobs that provided family-sustaining wages increased dramatically.
5. As technology applications continue to expand, and the economy becomes more global, basic skills become much more integrated and relative to specific application. Today's citizens must be able to interact on a daily basis with a variety of technologies, solve complex problems, and communicate clearly and effectively. Today's jobs that offer an opportunity for economic independence demand strong academic and technical skills and technological proficiency.
6. The Wisconsin Department of Public Instruction has implemented the Education for Employment standard to answer the need for constructing a responsive educational program that serves our young people and our communities' economic health. The Education for Employment standard has been developed over the last 20 years, with revisions reflecting growth in knowledge and

experience. The most recent changes took effect on July 1, 2009, requiring a written Education for Employment plan to be developed and approved by the local Board of School Directors.

7. The goals of Education for Employment are to:
 - a. create the finest, best educated, most skilled workforce in America;
 - b. define and deliver what all youth need to become productive, economically self-sufficient citizens, thereby enabling them to contribute to Wisconsin's economic development;
 - c. enable career awareness at the elementary grade levels;
 - d. foster career exploration at the middle-school grade levels, allowing research about career and occupational choices; and
 - e. develop career planning and preparation at the high-school level, including career research, career decision making, understanding of employability skills, the study of practical applications of economics and entrepreneurship, and access to technical education programs.
8. The seven building blocks of an Education for Employment plan include:
 - a. coordination and partnerships;
 - b. skills for the future;
 - c. career guidance;
 - d. school-supervised work experience;
 - e. world economy and labor markets;
 - f. contemporary career and technical education; and
 - g. accountability.
9. The Education for Employment standard states that
All youth should be able to connect what they learn in school, understand and plan for future careers, master human relations skills needed for effective communication and work, understand the fundamentals of work and our economy, apply and manage technology and access contemporary technical training and school supervised work experience. These elements, when combined, push education outside the four walls of the school and make the community a classroom.
10. Each district must construct a local plan that must be approved by the local school board annually. The regional Tech Prep Council will also review the MPS E4E plan annually.
11. A copy of the recommended MPS Education for Employment Plan is being provided to the Board under separate cover.

STRATEGIC PLAN COMPATIBILITY STATEMENT

12. The Administration's recommendation supports the MPS *Working Together, Achieving More* (WTAM) Strategic Plan.
Goal 1: Students meet and exceed Wisconsin academic standards and graduate prepared for higher education, careers and citizenship.

WTAM Strategy: High school graduates are prepared for higher education, careers and citizenship.

WTAM applicable measurable objective: 75% of ninth graders will graduate in four years.

STATUTE, ADMINISTRATIVE POLICY OR BOARD RULE STATEMENT

- 13. This item is consistent with administrative policies and procedures.

FISCAL IMPACT STATEMENT

- 14. This item does not authorize expenditure.

IMPLEMENTATION AND ASSESSMENT

- 15. Upon approval by the Board, the MPS Education for Employment Plan will be submitted to the local Tech Prep Council and the Wisconsin Department of Public Instruction.

ADMINISTRATION'S RECOMMENDATION

The Administration recommends that the Board approve the Education for Employment Plan for Milwaukee Public Schools, as provided in the attachment to this item.

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(ITEM 6) REPORT ON ACTIVITIES TO REVIEW THE STATUS OF CITY-WIDE AND NEIGHBORHOOD SPECIALTY SCHOOLS*This item initiated by the Administration**Attachment, pp. 31***BACKGROUND**

1. At its meeting on June 25, 2009, the Milwaukee Board of School Directors directed the Administration to review the city-wide and neighborhood specialty designations of current schools. The review is part of the transportation-savings initiatives presented to address the Board's goal of saving \$20 million annually in net transportation costs. The Administration is reporting on the process and timeline initiated to conduct the review. The Administration will forward recommendations to the Board relative to confirming city-wide or neighborhood specialty status for current schools in February 2010.

ADMINISTRATION'S REPORT

2. City-wide specialty schools do not have designated attendance areas and accept students from throughout the city. Transportation is provided to all students whose residences are farther than one mile from their elementary schools or farther than two miles from their secondary schools. The following schools are designated as city-wide schools:

Bradley Tech High School	Milwaukee Sch. of Languages
Elm Creative Arts	Milwaukee Sign Language
Golda Meir Gifted and Talented	Milwaukee Spanish Immersion
Hayes Bilingual	Morgandale Bilingual Center
King HS	Morse Middle School
La Escuela Fratney	New School for Community Service
Lincoln Middle School	Reagan High School
Milwaukee Education Center	Riverside High School
Milwaukee French Immersion	Roosevelt Middle School
Milwaukee German Immersion	WI. Conservatory of Lifelong Learning
Milwaukee HS of the Arts	

(Charter schools are not included, as their enrollments and transportation policies are included in their contracts.)

3. Neighborhood specialty schools are schools that reserve enrollment preferences for students located within a defined radius of the school. Unsubscribed seats are available for students who reside elsewhere in the city. Some neighborhood specialty schools have attendance areas; others do not. Transportation is provided if the student lives farther than one mile from school and closer than seven miles from school. The following schools are designated as neighborhood specialty schools:

Allen Field	River Trail
Brown Street Academy	Sixty-Eighth Early Childhood Center
G. W. Carver Academy	Starms Discovery Center
Garland Early Childhood Center	Starms Early Childhood Center
Hartford Ave. University	Tippecanoe School
Hawley Road	Twenty-seventh Street
Hawthorne	Victory Gifted & Italian Immersion
Lloyd Street	

4. Schools with specialty-school status must be high-performing places of learning that employ effective educational practices and serve a distinct district need. The specialty is woven throughout the fabric of the school and is not merely a service provided by the school. Since city-wide and neighborhood specialty schools enroll students from the entire city, their transportation costs are significantly higher, on average, than attendance-area schools.
5. Previously, city-wide status has been granted on an individual school basis. The Administration is recommending that city-wide status for schools be based on a continuous, specific, district-authorized specialty, and that this specialty be available in Grades K4-12. Traditionally, the following specialties have been granted city-wide status:
 - Arts
 - Gifted and Talented
 - Language Immersion
 - Montessori
6. Schools designated as city-wide must implement the specialty school-wide, and they must substantially meet the criteria found in the matrix, as included in the attachments to this item, for distinguishing specialty schools. An advisory group appointed by the Superintendent will review the requests for city-wide status, conduct site visits and staff interviews, and make recommendations to the Superintendent. The Superintendent will recommend to the Milwaukee Board of School Directors whether or not to grant city-wide status. Schools that do not meet these guidelines may apply to be neighborhood specialty schools or revert to traditional, attendance-area schools.
7. A neighborhood specialty school must employ a distinctive specialty, and it must substantially meet the criteria found in the matrix, as included in the attachments to this item, for distinguishing specialty schools. A neighborhood specialty school is not required to have the specialty implemented in grades K-12, as are city-wide specialty schools. The specialty may be unique to that school. Schools that do not meet these guidelines will revert to traditional attendance-area schools.
8. The same advisory group appointed by the Superintendent will make recommendations to the Superintendent regarding requests for neighborhood specialty-school status, and the Superintendent will forward his recommendations to the Milwaukee Board of School Directors.
9. The timeline for reviewing existing city-wide and neighborhood specialty schools is as follows:
 - November 2009: The advisory group appointed by the Superintendent solicits applications from current city-wide and neighborhood specialty schools. The applications will detail the school's capacity to address the matrix for distinguishing specialty schools.
 - December 2009-January 2010: The advisory group will review applications and forward recommendations to the Superintendent.
 - February 2010: The Superintendent will forward recommendations to the Board for approval in February 2010.

10. Any changes to city-wide or neighborhood specialty status would be effective immediately after the Board's action. Schools that no longer have city-wide or neighborhood specialty status would follow the enrollment and transportation guidelines for schools in the transportation regions in which they are located. Current students and students enrolled through the January or three-choice school-selection process would follow the district's "grandfathering" guidelines. Students would remain eligible for transportation service if they live farther than one mile from school, closer than seven miles from school, and do not change their residence.
11. Each city-wide and neighborhood specialty school will submit annually a report that details the school's ability to meet the criteria found in the matrix for distinguishing specialty schools. The Administration will establish guidelines and a process for new schools to follow in seeking city-wide or neighborhood specialty status. The Administration recognizes that there may be multiple schools implementing these specialties. In these cases, transportation regions will be established, similar to the transportation regions for Montessori schools.
12. Transportation costs for city-wide and neighborhood specialty schools are projected at \$12.1 million for FY10. That is 44% of the \$27.4 million regular transportation budget. Currently, 16,436 city-wide and neighborhood specialty-school students are transported. On average, city-wide and neighborhood specialty schools cost \$179 per student more to transport than do attendance-area schools. An objective of the review would be to determine if the district wishes to continue to incur this expense for all city-wide and neighborhood specialty schools.

* * * * *

(ITEM 7) REPORT ON SCHOOL ENTRANCE REQUIREMENTS*This item initiated by the Administration**Attachments, under separate cover***ADMINISTRATION'S REPORT**

1. This item provides a summary of entrance requirements used by schools within the Milwaukee Public Schools and in other public school districts in the United States of America.
2. Currently, one elementary school in the Milwaukee Public Schools, Golda Meir Elementary School, has entrance requirements for admissions that apply to all regular education students. A copy of the entrance requirements for Golda Meir is included in the attachments. All other traditional elementary schools for admissions are based on the Three-Choice school-selection process for early childhood grades, kindergarten, and first grade.
3. The following types of elementary schools have admission requirements for grades above first grade:
 - a. Language-immersion schools require appropriate language experience in any grade above first grade.
 - b. Elementary Montessori schools require previous Montessori experience in any grade above first grade.
4. In 1999, middle schools were allowed to develop applications or questionnaires based on the school's focus for use with early admissions.
5. Currently, at the middle-school level, Samuel Morse Middle School has entrance requirements for admission that apply to all regular education students. A copy of the entrance requirements for Morse is included in the attachments. Milwaukee School of Languages has seats reserved for regular education students that meet the entrance requirements for language experience in a language-immersion elementary school. Milwaukee School of Languages also accepts students that do not have any language experience into its partial language-immersion programs.
6. Citywide specialty high schools were allowed to have entrance requirements for all regular education students. Non-citywide high schools with specialty programs were allowed to have entrance requirements for regular education students in those specialty programs.
7. Beginning in the fall of 1998, all high schools were authorized by the Milwaukee Board of School Directors, through Administrative Policy 8.10, School Admissions, to develop admission standards. The schools were to define admission standards based on attendance, behavior, academic achievement, and an interest in the school's mission and specialty. In applying these standards, the high school could not discriminate on race, gender, religion, or national origin, except to the extent that such distinction was needed for the school to meet the MPS Standards for Racially Balanced Schools.
8. Currently, the following three high schools in the Milwaukee Public Schools have Board-approved entrance requirements for all of their regular education students:
 - a. Milwaukee High School of the Arts
 - b. Rufus King International Baccalaureate High School
 - c. Riverside University High School

Copies of the entrance requirements for the above schools are included in the attachments.

9. There are other schools in MPS that participate in the Early admission enrollment process, and some of their practices could be viewed as entrance requirements.
10. Other school districts within the United States have specialty high schools with entrance requirements and some elementary language-immersion schools with entrance requirements. Many of the districts reviewed post their entrance requirements and applications on their websites, thereby maintaining a level of transparency. In addition, some districts also maintain some central level of control over admissions to the specialty schools.
11. Depending on the district's approach to specialty schools, entrance requirements may vary. Some districts view entrance to specialty schools as strictly a competitive process. Other districts take into account the diversity of student population based on race-neutral factors, such as socio-economic status, language, academic achievement, home language, mother's educational background, previous school, etc.
12. A school district's population needs appear to impact on the number of schools that have entrance requirements. Districts with high numbers of non-English speaking households have a larger number of schools that provide instructional services to address English-language learner issues. Entrance to schools that provide specific language services are based on primary language and English-language proficiency levels.
13. San Francisco Unified School District has two specialty high schools that have entrance requirements. One school is an academic specialty school, and the other is an arts specialty high school. Both schools' entrance requirements are listed on the San Francisco Unified School District's website.
 - a. The academic specialty school uses a weighted combination of grade point and standardized test scores to rank students. The academic specialty school also holds a percentage of available seats for a school-based committee which uses a weighted point system that includes grade point and committee assessment and for public and private schools that were under-represented in the group of students admitted in the previous year.
 - b. The arts specialty school's process includes one recommendation from a teacher. Students submit portfolios and participate in auditions/interviews by school staff and other practicing artists from the community.
14. Boston Public Schools has three traditional schools, called exam schools, that admit students on a competitive basis. Students are admitted to an exam school based on their grade-point averages and the results of an entrance test, the Independent Schools Entrance Exam. Each of these accounts for 50% of a student's score. Boston also has a pilot art school which uses an application and audition process for entrance into the school. The admissions panel consists of the school staff, local art college staff, and community artists.
15. Seattle Public Schools does not have any traditional high schools with entrance requirements or an application process. Students may request any school in the district. If there are more students than seats available, assignment is based on factors such as siblings and location.

16. Chicago Public Schools has what it terms “Options for Knowledge schools.” Enrollment in schools outside of the student’s neighborhood area (e.g., selective enrollment, magnet, gifted and enriched programs) requires an additional application and entrance exam which varies by school/program.
17. In the Baltimore City Public Schools, students may register for their zoned schools or apply for admission to any high school in the district – school choice. Several interest-based high schools (e.g., IB, performing arts, and technology) have their own enrollment requirements and admission exams. For charter, transformation, and innovation schools, students must apply separately to all schools in which they are interested in attending. There are no entrance requirements; students are accepted through a lottery.
18. The Administration will submit school entrance requirement recommendations to the Board by the spring of 2010 to be effective for the enrollment process in the 2010-2011 school year.

* * * * *

ATTACHMENTS

Attachment for Innovation/School Reform, Item 2

WKCE-CRT

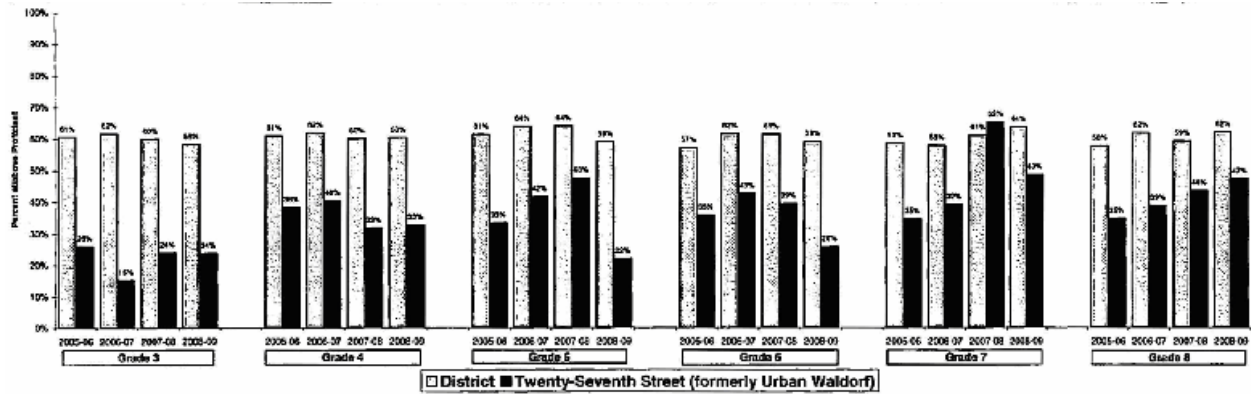
Percent of Students Enrolled — Scoring At/Above Proficient

By Grade

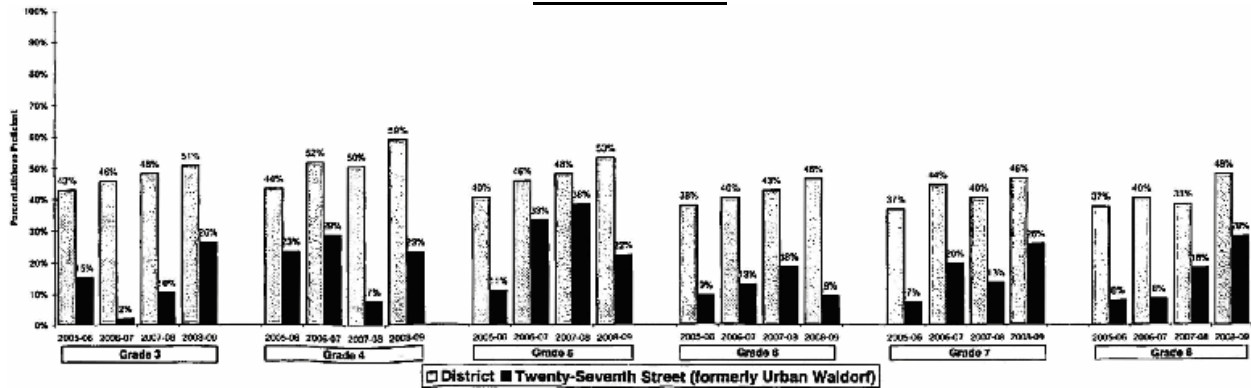
2005-06 to 2008-09

Twenty-Seventh Street (formerly Urban Waldorf) Compared with the District

Reading



Mathematics



Twenty-Seventh Street School (Urban Waldorf)

Student Mobility – Stability – Attendance – Suspension Rates for the school compared with the district

Student Mobility

Site	School	2007-08				2008-09				Difference			
		K5-5	6-8	9-12	K5-12	K5-5	6-8	9-12	K5-12	K5-5	6-8	9-12	K5-12
383	Urban Waldorf Elementary School	10.6%	4.5%		8.6%	20.4%	13.7%		17.9%	9.8%	9.2%		9.3%
	District Total	10.9%	14.2%	21.0%	14.9%	10.7%	13.6%	21.9%	14.9%	-0.2%	-0.6%	1.0%	0.0%

Data Source: 2008-09 MPS Report Card data file system.

Student Mobility = the number and percent of students newly enrolled/registered from the 3rd Friday in September to the end of the school year, divided by the 3rd-Friday-in-September enrollment

Student Stability

Site	School Name	2007-08 Stability Rate	2008-09 Stability Rate	Diff
383	Urban Waldorf Elementary School	60.6%	51.6%	-8.9%
	Elementary and Middle School Total	69.7%	70.1%	0.4%

Data Source: 2008-09 MPS Report Card data file syslBm.

Student Mobility = Number and percent of students remaining enrolled/registered with a school from one school year to the next, minus newly entering Kindergartners and exiting 8th-graders.

Student Attendance Rate

Site	School	2007-08				2008-09				Difference			
		K5-5	6-8	9-12	Total	K5-5	6-8	9-12	K5-12	K5-5	6-8	9-12	K5-12
383	Urban Waldorf (27 th Street)	89.9%	92.3%		90.7%	85.0%	83.7%		84.5%	-4.9%	-8.6%		-6.2%
	District Total	92.0%	88.8%	78.7%	87.1%	92.3%	89.7%	79.7%	87.8%	0.3%	0.9%	1.0%	0.7%

Student Suspensions

Site	School	SpEd Students		Non-SpEd Students		All Students	
		2007-08	2008-09	2007-08	2008-09	2007-08	2008-09
383	Twenty-Seventh St. (Urban Waldorf)	46.8%	64.4%	28.8%	43.6%	33.0%	48.3%
	District Total	38.0%	37.5%	23.6%	22.1%	26.4%	25.1%

Data Source: MPS Data Warehouse — Historical Student Suspensions — SpEd and Non-SpEd

Student Suspension rate = Percent of all students enrolled during the school year suspended at least once during the the school year.

Preliminary ANNUAL REVIEW OF SCHOOL PERFORMANCE: 2008-09

District: 3619 Milwaukee

Tested Grades: 3,4,5,6,7,8

School: 0311 Urban Waldorf EI

School Enrollment: 400

Adequate Yearly Progress — School Review Summary						
	2006-07		2007-08		2008-09	
	AYP	Status	AYP	Status	AYP	Status
Test Participation	Yes	Satisfactory	Yes	Satisfactory	Yes	Satisfactory
Other Academic Indicator	Yes	Satisfactory	Yes	Satisfactory	Yes	Satisfactory
Reading	No	Level 1	No	Level 2	No	Level 3
Mathematics	Yes	Level 1 Improved	No	Level 2	Yes	Level 2 Improved
Met Adequate Yearly Progress?	No		No		No	
SCHOOL Status:	Level 1		Level 2		Level 3	
Title — SWP						

TEST PARTICIPATION	Objective	95%	Current Year		Two-Year		AYP
			Enrolled	Tested	Enrolled	Tested	
	All Students		290	100%	552	100%	Yes
	American Indian/Alaska Native						
	Asian/Pacific Islander		9				
	Black, not of Hispanic Origin		265	100%	513	100%	Yes
	Hispanic		4				
	White, not of Hispanic Origin		11				
	English-Language Learners		5				
	Students with Disabilities		54	100%	105	100%	Yes
	Economically Disadvantaged		257	100%	499	100%	Yes
	Met Test Participation Objective?						Yes

OTHER ACADEMIC INDICATOR			
Objective	Local		AYP
	Current	Growth	
Attendance 85%	91%		Yes
Met Other Indicator Objective?			Yes

Key

CI: Confidence Interval

Enrolled: The total students enrolled in tested grades.

FAY-T: Number of Full Academic Year students test

Index: Proficiency Index

N/A: Insufficient data for reliable determination.

SH: Safe Harbor

READING						Safe Harbor Step 1		Safe Harbor Step 2		AYP
		Current Year		Two-Year		Not Proficient/Index		WI State	Local	
		FAY-T	Index	FAY-T	Index	Prior Yr	Reduced	Criteria	Current	
Objective	74%									
All Students		169	58%	349	56%	46%	-7%	85%	91%	No
American Indian/Alaska Native										
Asian/Pacific Islander		5								
Black, not of Hispanic Origin		157	58%	328	55%	47%	-7%	85%	91%	No
Hispanic		2								
White, not of Hispanic Origin		5								
English Language Learners		2								
Students with Disabilities		27								
Economically Disadvantaged		150	58%	313	56%	46%	-5%	85%	91%	No
Met Reading Objective?										No

MATHEMATICS						Safe Harbor Step 1		Safe Harbor Step 2		AYP
		Current Year		Two-Year		Not Proficient/Index		WI State	Local	
		FAY-T	Index	FAY-T	Index	Prior Yr	Reduced	Criteria	Current	
Objective	58%									
All Students		170	35%	348	30%	75%	16%	85%	91%	Yes — SH
American Indian/Alaska Native										
Asian/Pacific Islander		5								
Black., not of Hispanic Origin		158	35%	327	29%	75%	15%	85%	91%	Yes — SH
Hispanic		2								
White, not of Hispanic Origin		5								
English-Language Learners		2								
Students with Disabilities		28								
Economically Disadvantaged		151	35%	312	29%	77%	17%	85%	91%	Yes — SH
Met Mathematics Objective?										Yes

5/12/2009

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Attachment for Innovation/School Reform, Item 6

MATRIX FOR DISTINGUISHING SPECIALTY SCHOOLS

	School-wide implementation of special program or area of study (20)	Distinctive and credible special program or area of study (20)	Enhances opportunity for less-privileged populations (includes strategies to reduce the achievement gap) (10)	Skilled instructional staff qualified for the specialty (10)	Leadership strengths (administration, staff, parents, community) (10)	High achievement (high attainment and/or value added) (8)	Meets/generates demand — waitlists, drawing new families within or beyond the city (220, open enrollment) (8)	Serves a district need (8)	Fiscal viability (cost factors, possible sources of external revenue) (6)
City Wide Specialty Schools									
Elm Creative Arts									
Golda Meir Gifted and Talented									
Hayes Bilingual									
La Escuela Fratney									
Milwaukee French Immersion									
Milwaukee German Immersion									
Milwaukee Sign Language									
Milwaukee Spanish Immersion									
Morgandale Bilingual Center									
WCLL									
Neighborhood Specialty Schools									
Allen Field									
Brown Street Academy									
Carver Academy									
Garland Early Childhood Center									
Hartford Avenue University									
Hawley Road									
Hawthorne									
Lloyd Street									
River Trail									
68 th Street Early Childhood Ctr									
Starms Discovery Center									
Starms Early Childhood Center									
Tippecanoe School									
Urban Waldorf									
Victory Italian Immersion									
Milwaukee Chinese Language									

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