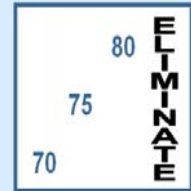




Working Together, Achieving More **Accountability and Support Group**



JOINT ASG | MPS MEETING SUMMARY

MEETING DATE

March 25, 2008 (2:00 PM to 5:00 PM)

MEETING FACILITATOR

- Joe Palumbo, Focus On Results
 - Jud Slusser, Focus On Results
-

ASG MEMBERS PRESENT

- Judge Carl Ashley, Milwaukee County Circuit Ct.
- Tony Baez, President/CEO of the Council for Spanish Speaking
- Representative Pedro Colon, State Capitol
- Cecelia I. Gore, Program Director, Jane Bradley Pettit Foundation
- Bill Henk, Dean of Education, Marquette University
- William Jenkins, Principal at Jenkins & Associates
- Linda Post, Ph.D., Chair of Curriculum & Instruction at the School of Education UWM
- Sister Joel Read, President Emerita, Alverno College
- Paul Roller, Retired Chairman of Miller Brands, Milwaukee LLC
- Mark Sabljak, Publisher, The Business Journal

ASG GUESTS PRESENT

- Michelle Bryant, Senator Taylor's Chief of Staff – on behalf of ASG Member Senator Lena Taylor
- Myra Edwards, Mayor's Office – on behalf of ASG Member Mayor Tom Barrett
- Jackie Patterson, Wisconsin Department of Public Instruction – on behalf of ASG Member Elizabeth Burmaster, State Superintendent, Department of Public Instruction
- Ann Yehle, Wisconsin Department of Public Instruction – on behalf of ASG Member Elizabeth Burmaster, State Superintendent, Department of Public Instruction

MPS MEMBERS PRESENT

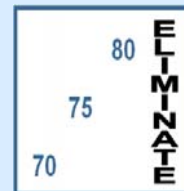
- Bill Andrekopoulos, Superintendent
- Michelle Nate, Chief Finance and Operations Officer
- Aquine Jackson, Chief Officer of School and Community Support
- Dr. Catherine Thome, Director of District & School Improvement
- Kathy Williams, Director of Teaching and Learning
- Vince Flores, Director of Safety and Security, MPS
- Kristi Cole, Project Director School Innovation/Safe Schools
- Henry Kranendonk, Mathematics Curriculum Specialist

ASG MEMBERS ABSENT

- Rev. Louis Sibley III, Chairman of MICAH
- Tia Bojar, Dean of the College of Education and Leadership, Cardinal Stritch University
- Elizabeth Burmaster, State Superintendent, Department of Public Instruction
- Senator Lena Taylor, State Capitol
- Bev Greenberg, Vice President Public Affairs, Time Warner Cable – SE Wisconsin
- Mayor Tom Barrett, City of Milwaukee



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ASG Pre-Meeting

ASG members discussed the goals for the meeting as well as the planned meeting protocol; including time to share any updates that will help members prepare the group for a focused session.

MPS Shares Implementation Progress with ASG

MPS personnel shared additional progress (continued from our March Joint meeting) regarding the MATH GOAL for 2012 as well as the RIGOROUS COURSEWORK GOAL (from the **Working Together, Achieving More Action Plan**):

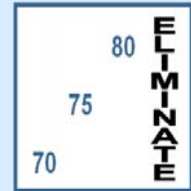
- *“By 2012, no less than 70% of MPS students will be on grade level in MATH.”*
- *“By 2012, no less than 75% of students will complete rigorous high school coursework.”*

Discussion Highlights:

- *At the March meeting, there was not time to discuss the following achievements and outcomes from our NSF grant in Math :*
 - *Spanish language booklets (and posters) have been printed and disseminated - delineating the learning objectives.*
 - *The bilingual staff is included at the planning level for the Math implementation. In fact, three bilingual administrators attend and they are part of the design and rollout.*
 - *The Math curriculum pacing guides, developed last year, spell out the learning targets and how they are aligned with the state objectives. These guides ensure that all teachers are using the same criteria. Additionally, we have been able to refine the guides this year based on feedback and last year's implementation.*
 - *The NSF research staff has been able to let us know which components of our pilot have provided significant results. In the beginning, we were experimental and pulled together research-based practices. So as we find out what is working – we have been able to extend it. The best example of these types of “wins” (based on the actual research data) is that of the math teacher leader role (MTL).*
- *How are we going to make sure this happens in all schools?*
 - *The Math Curriculum Pacing Guides and the Match Continuum. There are 5 stages in the Continuum. Every school is evaluated on how far along they are on the Continuum. Each school principle and their MTL meet to provide answers to that school's focus areas for that school's work. Some schools are at Stage 1 and 2.*
 - *The good news is that MPS has a small percentage at the lower stages.*
 - *The major hurdle of curriculum alignment has been addressed and tightened up. In fact, the discussions are much different now because everyone is actually talking about the learning targets – instead of ‘what book you are using?’*
 - *Stages 3 and 4 are where most of our schools are at. And in these stages, it is all about the assessments. The CABs are smaller assessments that are given more frequently and often and are analyzed by HOW the student developed their answers.*



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- Additionally, we have constructed 25-30 classroom assessments from a committee of district people that are linked to the learning targets. Much of our work with the MTLs is to review and build these additional assessments.
- *Video Clip: JoAnne Williams from Fox News profiled the program in action. Video provided a good example of a Stage 5 school (Emerson). The MTL helped the other teachers unpack the learning targets and guide them on how to bring the learning to the students. When JoAnne Williams interviewed the MLT, she spent over 45 minutes sharing with her all that we do – how we analyze the benchmarks for each of the teachers' classes, how she provides guidelines on how teachers can provide feedback to students. And the end result – student scores have gone up each year.*

MPS personnel then shared their **Functional Safety Plan** which affects all of the goals in the **Working Together, Achieving More Action Plan**. Aquine Jackson, Chief Officer of School and Community Support, introduced the MPS plan for furthering the development of a safe school context and culture in support of learning throughout the District. Detailed safety strategy plans were presented by Vince Flores, Director of School Safety & Security and Kristi Cole, Project Director for the Safe Schools/Healthy Student Initiative.

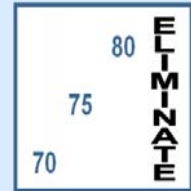
Both efforts, federally and locally funded, are developing extensive networks of local relationships with other organizations in support of MPS implementation of its strategic plan. Both presenters emphasized the critical need for these relationships and therefore an expanded communications effort.

Presentation Overview:

- *Functional Safety Plan Overview:*
 - **Security Camera Program** – in 2003, with local police, MPS secured a grant to focus on school safety and provide safe school grounds. 50% cost savings for surveillance footage.
 - **Anti-Gang Initiative** – to educate MPS parents, students and gang members about the realities about gang life. Output = the 'Gangs in Milwaukee' booklet was published.
 - **Crisis Intervention Program** – allows staff to handle stressful situations with maximum security. Example: Officers assigned to individual schools – with data showing that single school use was deemed much more effective. The calls for police service decreased with a significant reduction in the number of school suspensions and an increase in the number of students who felt positive about the police.
 - **SRO School Program** – expansion of the program above – because of the positive outcomes. Grant allows most schools to apply for any serious crisis plan.
- *Grant supports the strategic plan and implementing what the school board has asked for.*
 - Reduce the levels of disruption
 - Prevent and reduce substance abuse
 - Reduce suspension
 - Increase mental health access
 - Provide readiness training for first 5 years of life
- *Key component of the grant incorporates community relationships (partnerships) between the Milwaukee courts and behavioral health programs and others. Partnerships focusing on community relationships in order to build trust. (i.e., the fire department has worked with MPS staff in the Staying ALIVE program that focuses on anger management and intentional/unintentional injury).*



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MPS personnel then shared presented overview of District Identified for Improvement (DIFI) Plan. Dr. Catherine Thome, Director of District & School Improvement, provided the ASG with an executive summary of the DIFI Plan that drills down on reading and mathematics—both critical skills to be mastered by all children at all grade levels in order to access all content areas.

It is important to note that the DIFI plan is not a separate plan, but overlaps directly with the **Working Together, Achieving More Action Plan**. In fact, Dr. Thome and her team meet monthly to discuss how the DIFI implementation helps address the Strategic Plan. If anyone is confused about which plan to work on, Dr. Thome's team educates them to understand that the DIFI is really a DRILL DOWN on the Strategic Plan.

Presentation Overview:

- *State recommended that MPS hire a director – and 9 supervisors. The director, Dr. Catherine Thome, Director of District & School Improvement, and the first 4 hired supervisors have made over 90 visits throughout the district. They have implemented a reading intervention program in 16 schools (22,000 kids) with ongoing PD for teachers and principals (the program is called: Reading 180). Additionally, another initiative, called “Academic Vocabulary” rolled out at the start of last year to work directly on reducing the achievement gap.*
- *Special Ed services will help PD for teachers of special education students.*
- *The Summer School Program Assessment: MPS Summer School is currently being assessed. Math and reading objectives have been identified to see ‘what is happening in Summer School?’ and determine if things are working or not. How long will the data collection occur? The test will be piloted in April – and implemented pre-and post-summer school. We will then look to see where it was affective and where it was not.*
- *The Reading Program Initiative: We have 18 reading programs in the district and need to figure out the program issues. We don't know what we will find until we get the data back. Goal is to have an outside group assess the current reading programs within MPS.*
- *How long do you sit at DIFI status before you are in trouble? Let's say when the test data comes back and we did not make it, we will become DIFI level 3. Some of the strategies were put into place mid-year. If we met standards, we get frozen at level 2. But with Milwaukee, we will likely continue up the levels. But we won't be alone. In the event that MPS misses the progress on 2008 – it will become a level 3. What does that mean? Superintendent Burmaster is speaking tomorrow about some of the high-leverage strategies that a school district would do if they were in corrective measure. She has been proactive by saying that we want to expand the calendar, etc. Likely that the high-level strategies would be what we should expect. We have to work on getting highly qualified teachers. But the score that is most important – will be the number of schools that make SAFE HARBOR. Did they increase the number of students that are proficient? Here at MPS, we are looking for our schools to make safe harbor.*

ASG Recommendations

The ASG members have requested that a work session be scheduled **within 30 days** where both ASG and MPS members can collaborate to develop a comprehensive internal and external communication strategy. Implementation of the District's Strategic Plan and its results will then be communicated to all MPS stakeholders.