

Quarterly Review and Updates to Rightsizing the District Plan

S	STUDY: To be completed quarterly and at end of school year
Summarize Data to Date	<p>District-wide assets (building components) have been surveyed and evaluated by the Department of Facilities and Maintenance Services staff. Staff created projects for any district-wide assets that have been evaluated as poor for inclusion in the FY2025 deferred budget for replacement.</p> <p>The facilities team created a common spreadsheet that can be used to document activities that need to be scheduled throughout the district. By having a common planning and scheduling site, departments can better communicate with each other. Additionally, the information submitted will help the facilities team and the district plan and allow for better decision-making. A survey to gather information was sent out, but not all surveys have been returned. The team will need additional time to gather responses.</p> <p>The Administrative Policy Group reviewed administrative policies. Two meetings were held to discuss and review policies and procedures for elements that may impact enrollment. Policies reviewed were as follows:</p> <ul style="list-style-type: none"> ● Administrative Policy Facilities 5.01—No references for specific departmental or division involvement only (board’s Committee on Strategic Planning and Budget) ● Administrative Procedure 5.01(1) ● Administrative Policy 5.02 Use of School Facilities ● Administrative Procedure 5.01(2) Facilities Retirement—No references ● Administrative Procedure 5.01(3) Rentals and Services (Leases)—No references <p>Several policies had elements that could directly or indirectly impact enrollment based on policy. A topic of importance was the timing of projects/project planning (short- and long-term) requirements for transportation, planning, and enrollment for schools that excel both academically and financially based on number of students. Safety was another topic that impacted enrollment and retention. The policy team determined that several policy items may be submitted for modification within the context of the overall strategic master plan and facilities master plan going forward.</p> <p>The equitable school climate leadership team met monthly to analyze and discuss district-wide disciplinary data. This team used the data to identify school and student support. The team identified supports that included professional development to offer and additional interventions for students. Status updates on disciplinary outcomes were presented on a bimonthly basis to the Parent and Community Engagement subcommittee of the Milwaukee Board of School Directors.</p> <p>Through December 31, 2023, there were 10,683 suspensions across all MPS schools, which is up 1,215 year-to-date from the previous year. There have been 3,170 student interventions documented district-wide for students in need of additional support with their behaviors.</p> <p>For the 2023–2024 school year, there were two high schools, Reagan and South Division, with education pathways, meaning that a University of Wisconsin–Milwaukee college education course or courses were offered as part of the regular course offerings. A teacher</p>

at Riverside was approved by UWM to serve as instructor for the education pathway for the 2024–2025 school year. In addition, we expanded opportunities for students who were either in a pathway or not in a pathway to engage in education internships. Students interned in elementary classrooms across the district. In 2022–2023, eight students (four in the spring semester and four in the summer) interned in schools. To date for the 2024–2025 school year, 33 high school students will be participating in or have participated in the education internships. Currently for spring semester, 30 students represent 13 different high schools.

Human resources (HR) staff continued to offer the Comprehensive Support and Improvement (CSI) incentives. MPS also implemented other bonus programs that were paid in FY2024: referrals, bilingual, 53206 stay bonuses, and housing assistance.

Schools/departments that need additional assistance to improve climate and culture were identified. From October 1, 2023, to December 31, 2023, MPS participated in thirteen unique recruitment events, including three in-house job fairs.

HR developed a large talent pool of classified applicants to fill positions. HR developed a part-time paraprofessional option that allows interested individuals to spend time in buildings to work with the students. HR identified a team of classified staff to review online course offerings so that classified staff had professional development opportunities.

The committee collected data on enrollment by school, capacity by school, student performance on school assessments, first choice for grade 8 students, programmatic offerings, school-based staffing, and staffing vacancies. The committee began to analyze data using the Atlas protocol. Historical enrollment data was reviewed and analyzed from 2014 to 2023. Those data were then overlaid with school capacity data, reviewed, and analyzed. Following that analysis, the committee analyzed how the over-capacity and under-capacity school performed on academic assessments.

The committee specifically focused on those schools over 100% capacity and those under 60% capacity and created a tiered list of schools to look at for potential consolidation and/or closure.

The tiers were as follows:

1. Schools below 40% capacity and under 10% proficient in all four content areas of math, ELA, science, and social studies (9 schools identified)
2. Below 40% capacity and three of four content areas under 10% proficient (6 schools identified, one of which was two of four under 10% proficient)
3. Capacity between 40% and 60% and all four content areas under 10% proficient (10 schools identified)
4. Under 60% capacity and three of four under 10% proficient (7 schools identified)
5. Under 60% capacity and two of four under 10% proficient (9 schools identified)

The committee scheduled a meeting for January to bring in additional members from technology and student services to discuss ways to obtain reports that would provide the committee with additional necessary information, particularly on geography, staffing, and feeder patterns, to overlay with data already analyzed.

Color Coding	<p>On your action plan, color code the steps that you planned for this past quarter. Note the number of action steps in each category: (16)</p> <p>Green – Action step completed (4)</p> <p>Yellow – Action step in progress (10)</p> <p>Red – Action step was not started as planned (2)</p> <p>Blue – Changes for quarter three (4)</p>
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<p style="text-align: center;">Analyze how these data give evidence to your progress on the plan (refer to the measures you listed).</p> <p>The district-wide deferred maintenance data provide a possible starting point to determine whether a school building should be kept open or whether another use for the facility should be investigated. This work, along with enrollment and other data gathered, is the foundational groundwork needed for decisions regarding facilities.</p> <p>The committee developed a tiered list of schools to consider for potential consolidation and/or closure based on the data collected and analyzed for next steps.</p> <p>Efforts to expand pathways for MPS students exploring careers in education made strides during quarter two. A third program is slated for the 2024–2025 school year, and additional internship opportunities are being developed.</p> <p>From the in-house recruitment fairs, HR has developed a large talent pool of classified applicants to fill vacant positions.</p>	<p style="text-align: center;">Analyze the data that give evidence to lack of progress toward the plan (refer to the measures you listed).</p> <p>We need to contact recipients of timeline coordination information and ensure that information is returned to the committee for further review and analysis by the end of January 2024.</p> <p>The team has not completed developing options for adult professional learning structures that would occur during the day and also provide opportunities for student extracurriculars. This team will collaborate with the Staff—Professional Learning team on this work in the future.</p>
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A	ACT: Revise or continue with implementation based on data analysis
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<p>What will you change about your plan for the next quarter?</p> <p>Additional committee members from the Department of Technology and the Department of Student Services may need to be added to complete data collection and analysis for consideration of possible school closure and/or consolidation.</p> <p>HR will continue to develop additional recruitment pathways to attract educators and administrators.</p> <p>Coordinate efforts with the Staff—Professional Learning team in the future to develop options for adult professional learning during the workday and student extracurriculars during the school day.</p>
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