

Draft

APPENDIX LLL-6-6
December 14, 2009

Madison Metropolitan School District Strategic Plan

Core Performance Measures

As the strategic plan was created, a series of key performance measures were defined by Administration. These measures are designed to be the barometer by which we assess whether or not the goals and objectives defined in the Strategic Plan are being met. The following core measures are to be the focal point as we communicate our progress to the broader community.

While we define the following measures as core, in total there are nearly 200 key performance measures across all strategic goal areas in the Plan. All of these measures will be included as we monitor progress on meeting the goals, and will be shared with the Board, staff, and community at least annually. In addition, other operational measures are being established with even greater detail for use by school and department staff as they carry out their work. All measures related to students will be disaggregated by the following groups: gender, race-ethnicity, income status, special education status, and English language learner (ELL) status. Disaggregated data allow us to monitor progress on closing various gaps that exist among subgroups of students on many of these measures.

This system of measures provides a comprehensive system for accountability and provides meaningful information for staff as they work with students and families.

WKCE Reading and Math Grades 4 and 8 - Percentage Proficient or Higher

Goal/Objective Area: Student – Achievement for All Students

This measure is similar to the reading goal used in the past. It is based on the percent of students considered proficient on the Wisconsin state test. It includes reading at grade 8 and math performance at grades 4 and 8 on the state test. The measure is calculated by taking the number of students scoring proficient or advanced on the test divided by the number of students eligible to take the test.

WKCE Reading and Math Grades 4 and 8 - Above 90th State Percentile

Goal/Objective Area: Curriculum – Accelerated Learning

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

On Track for Graduation – Grade 9

Goal/Objective Area: Student – Achievement for All Students

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

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ACT Test Participation

Goal/Objective Area: Curriculum – Accelerated Learning

To be prepared to successfully participate in the ACT test, students need to have taken core academic courses linked to increasing students' ACT test scores. Increasing the number of students participating in the ACT will increase the number of students taking core academic courses. If the district moves to requiring all students to take the ACT, we would then set a benchmark for increasing test scores.

Participation rates are calculated as the total number of students taking the ACT test divided by the official grade 12 enrollment on the September membership count date. This is consistent with the Wisconsin Department of Public Instruction (DPI) calculation which allows for benchmark comparisons across districts and schools which are in addition to assessing our own growth in this measure over time.

ACT Composite Scores – Above 90th National Percentile

Goal/Objective Area: Curriculum – Accelerated Learning

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

Attendance – Kindergarten, Grade 6, and Grade 9

Goal/Objective Area: Student – Transitions

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

Graduation and Completion Rate

Goal/Objective Area: Student – Transitions; Curriculum – Accelerated Learning

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

Suspensions – All Grades

Goal/Objective Area: Systems/Organizations - Climate

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

**MMSD Strategic Plan
Core Measures
Baseline, Annual Benchmark, and Target Data**

Performance Measure	Year									
	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	
WKCE Reading Proficiency Percentage Grade 4	77.3%	74.9%	75.9%	74.0%	80.5%	87.0%	93.5%	100%	100%	
WKCE Reading Proficiency Percentage Grade 8	82.5%	81.5%	81.0%	74.0%	80.5%	87.0%	93.5%	100%	100%	
WKCE Math Proficiency Percentage Grade 4	74.4%	72.7%	76.2%	58.0%	68.5%	79.0%	89.5%	100%	100%	
WKCE Math Proficiency Percentage Grade 8	75.5%	71.8%	73.8%	58.0%	68.5%	79.0%	89.5%	100%	100%	
WKCE Reading Percent Above 90th State Percentile - Grade 4	14.7%	12.8%	13.4%	14.0%	35.5%	57.0%	78.5%	100%	100%	
WKCE Math Percent Above 90th State Percentile - Grade 4	16.9%	14.4%	11.6%	17.0%	37.8%	58.5%	79.3%	100%	100%	
WKCE Reading Percent Above 90th State Percentile - Grade 8	16.0%	16.8%	16.0%	17.0%	37.8%	58.5%	79.3%	100%	100%	
WKCE Math Percent Above 90th State Percentile - Grade 8	16.2%	14.4%	15.2%	17.0%	37.8%	58.5%	79.3%	100%	100%	
Percentage of students on track for credit attainment required for graduation in four years - Grade 9/Year 1	NA	68%	78%	81.9%	85.5%	89.1%	92.8%	96.4%	100%	
ACT participation rates	58.0%	57.2%	56.6%	63.8%	71.1%	78.3%	85.5%	92.8%	100%	
ACT Composite Score- Percentage Scoring Above 90th National Percentile	30%	30%	29%	30%	32%	34%	36%	37%	40%	
Percentage of Kindergarten above 90 percent attendance rate	86.3%	83.2%	84.6%	87.1%	89.7%	92.3%	94.9%	97.4%	100%	
Percentage of Grade 6 above 90 percent attendance rate	90.4%	88.5%	88.1%	90.1%	92.1%	94.1%	96.0%	98.0%	100%	
Percentage of Grade 9 above 90 percent attendance rate	76.3%	73.1%	75.2%	79.4%	83.5%	87.6%	91.7%	95.9%	100%	
DPI Graduation and Completion Rate	85.3%	84.7%	NA	85.0%	87.8%	90.8%	93.9%	96.9%	100%	
Percentage of students not suspended (in and out of school), all grades	92.4%	91.9%	92.0%	93.3%	94.7%	96.0%	97.3%	98.7%	100%	